# REPORT RESUMES

ED 019 509 08 VT 005 512

PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE DEMONSTRATION PROJECT. FINAL REPORT, VOLUME II.

BY- KISHKUNAS, LOUIS J.

PITTSBURGH BOARD OF PUBLIC EDUCATION, PA.

REPORT NUMBER BR-6-2015 PUB DATE DEC 67
GRANT OEG-1-6-062015-1839
EDRS PRICE MF-$0.75 HC-$7.88 195P.

DESCRIPTORS- *HEALTH OCCUPATIONS EDUCATION, *NURSES AIDES, DEMONSTRATION PROJECTS, *SURGICAL TECHNICIANS, *PRACTICAL NURSES, CURRICULUM DEVELOPMENT, *JOB ANALYSIS, CORE CURRICULUM, TEACHER SEMINARS, PROGRAM EVALUATION, ACHIEVEMENT TESTS, STUDENT EVALUATION, TESTS, WORKSHEETS, STUDENT RECORDS, LESSON PLANS,

APPENDIXES TO THE "FINAL REPORT," VOLUME I (VT 005 511), ARE INCLUDED--(1) A SCHEMATIC REPRESENTATION OF CURRICULUM DEVELOPMENT, (2) TECHNICAL BEHAVIOR CHECKLISTS, (3) PERFORMANCE INVENTORY FORMS USED IN ON-THE-JOB OBSERVATIONS, (4) REPORT FORM FOR TYPICAL JOB BEHAVIOR OF EMPLOYEE, (5) COOPERATING AREA HEALTH INSTITUTIONS, (6) TABLES OF Z SCORES FOR THE FREQUENCY AND CRITICALITY OF TASKS, (7) A CORE CURRICULUM PLAN, (8) LISTS OF TASKS COMMON TO NURSES AIDES, PRACTICAL NURSES AND SURGICAL TECHNICIANS, (9) TASKS GROUPED ACCORDING TO AREAS OF KNOWLEDGE, SKILL, AND ATTITUDE, (10) THE TIME SCHEDULE FOR AN IN-SERVICE INSTRUCTOR SEMINAR, (11) TEACHER INSERVICE WORKSHOP QUESTIONNAIRE, (12) INSTRUMENTS USED IN THE DEMONSTRATION COURSE INCLUDING QUIZZES, TESTS, SAMPLES OF WORKSHEETS, PROGRESS RECORDS, LESSON PLAN SAMPLES, AND COURSE SCHEDULES, (13) "TRUE CASES OF NURSE AIDE TECHNIQUES," A BOOKLET DEVELOPED ON THE BASIS OF THE TYPICAL BEHAVIOR REPORTS AND DISTRIBUTED TO TRAINEE GRADUATES, (14) A COMPETENCY RATING FORM FOR EMPLOYED NURSE AIDES, AND (15) A FORM FOR EVALUATING TASKS BY GRADUATE TRAINEES TO INDICATE WHETHER SPECIFIC TASKS WERE TAUGHT IN THE DEMONSTRATION PROGRAM AND WHETHER THEY WERE PERFORMED ON-THE-JOB. (JK)

BR-6-2015
P.A. 08

ED019509

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

GRANT NO. OEGI - 6 - 062015-1839
-08

# PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE DEMONSTRATION PROJECT

(Volume II)

DECEMBER 1967

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT005512

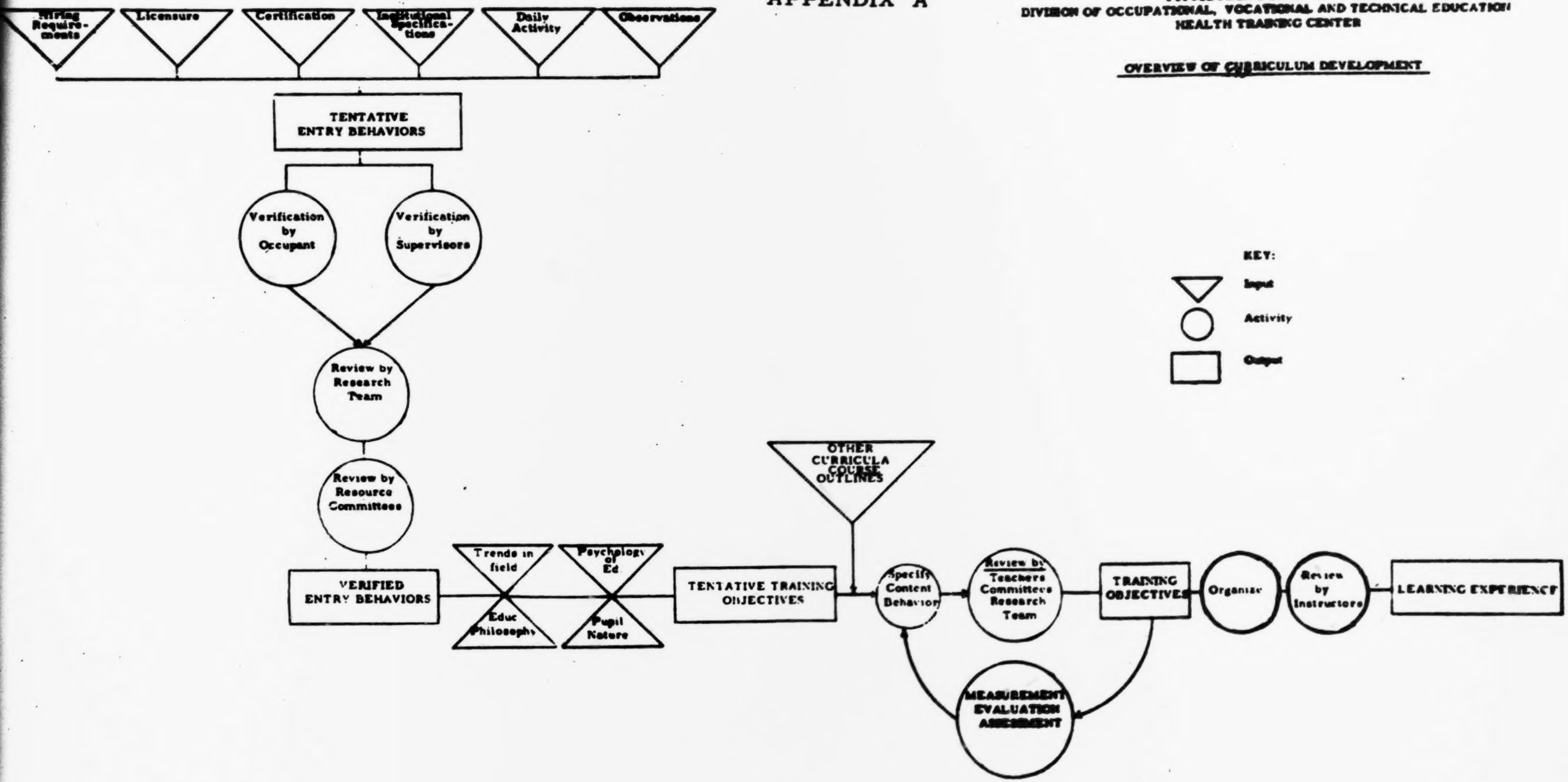
# APPENDIX A

## Schematic Representation
## Of
## Curriculum Development

# APPENDIX A

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL AND TECHNICAL EDUCATION
HEALTH TRAINING CENTER

## OVERVIEW OF CURRICULUM DEVELOPMENT


Hiring Requirements
Licensure
Certification
Institutional Specifications
Daily Activity
Observations
TENTATIVE ENTRY BEHAVIORS
Verification by Occupant
Verification by Supervisors
Review by Research Team
Review by Resource Committees
VERIFIED ENTRY BEHAVIORS
Trends in field
Educ Philosophy
Psychology of Ed
Pupil Nature
TENTATIVE TRAINING OBJECTIVES
OTHER CURRICULA COURSE OUTLINES
Specific Content Behavior
Review by Teachers Committees Research Team
TRAINING OBJECTIVES
Organize
Review by Instructors
LEARNING EXPERIENCE
MEASUREMENT EVALUATION ASSESSMENT
KEY:
Input
Activity
Output

# APPENDIX B

## Technical Behavior Checklists

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | Perform unit admitting procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Assist with unit admitting procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Perform unit discharge procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Assist with unit discharge procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Attend unit report | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Take notes on unit report | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Complete newborn nursery admission procedure, such as: footprints, weight, bath | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Assist with newborn nursery admission procedure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | Show babies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Set up for bedside religious rites | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | Deliver messages | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Read to patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Refer patient to social service agency | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Make charge slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. | Make credit slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. | Sort credit slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. | Sort charge slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | Answer patient call | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | Instruct patient in simple hygiene procedure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | Assist in teaching patient simple hygiene | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | Teach patient to inject his own insulin | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | Deliver mail | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | Deliver flowers | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | Make routine security check | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | Process patient's valuables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. | Explain patient condition to family | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 27. | Obtain patient signatures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. | Run personal errands for patients | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. | Prepare requisitions for unit supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. | Fill out X-Ray requisitions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. | Fill out lab requisitions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. | Assist in enforcing visiting hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. | Count unit supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. | Record count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. | Make narcotic count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. | Assist in narcotic count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. | Maintain unit supply level | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. | Deliver supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. | Dust floor in patient's room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. | Clean discharged patient's unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. | Make unoccupied bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. | Make occupied bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. | Make post-operative bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. | Disinfect bathrooms | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. | Wash glasses and pitchers | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. | Clean utility area | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. | Clean oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. | Clean aspiration equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. | Sterilize instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. | Separate laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. | Fold laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. | Stock laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. | Collect and return items to laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 54. | Check food trays against patient diet list | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. | Help patients plan for special diets | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. | Collect and return items to central supply | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. | Make diet substitutions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. | Change diet from liquid to soft | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. | Prepare meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. | Prepare snacks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. | Make infant formula | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. | Put food on trays | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. | Position patient for meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. | Fill infant bottles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. | Assist patients in eating | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. | Serve regular meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67. | Serve snacks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68. | Feed babies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69. | Provide water service | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70. | Ask patient about condition | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. | Report observations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. | Record observations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. | Report treatments to R. N. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74. | Record treatments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75. | Record medications | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 76. | Put information on patient's chart | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 77. | Take the fetal heart tone | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 78. | Take temperature | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 79. | Take pulse | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 80. | Take respiration | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 81. | Record TPR | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 82. | Take blood pressure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 83. | Record blood pressure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84. | Weigh patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85. | Obtain an apical pulse | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86. | Take vital signs following anesthesia | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87. | Collect sputum specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88. | Collect urine specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89. | Collect stool specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90. | Deliver specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 91. | Perform clinitest | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 92. | Record results of clinitest | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 93. | Strain urine for stones | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 94. | Insert tube for gastric specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95. | Measure intake and output | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 96. | Record intake and output | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 97. | Report unusual incidents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 98. | Write reports of incidents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 99. | Record condition of skin | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 100. | Record appearance of body discharges | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 101. | Assist physician with rounds | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 102. | Take verbal order from doctor for medication or treatment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 103. | Carry out doctor's verbal orders for medication or treatment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 104. | Record doctor's orders | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 105. | Drape patient for examination | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 106. | Change dressings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 107. | Apply external medicine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 108. | Perform rectal examination of patient in labor | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 109. | Scrub for surgery | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 110. | Scrub for obstetrics | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 111. | Circulate in operating room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 112. | Assist physician in gowning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 113. | Do pre-operative shaving | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 114. | Assist with pre-operative care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 115. | Hold and hand instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 116. | Assemble instrument packs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 117. | Observe isolation techniques | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 118. | Check drainage tubes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 119. | Check patients for bleeding | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 120. | Assist patient in postural drainage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 121. | Give enema | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 122. | Empty catheter collection bag | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 123. | Insert rectal suppositories | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 124. | Insert vaginal suppositories | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 125. | Administer vaginal douche | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 126. | Give urinary bladder instillations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 127. | Give urinary bladder irrigations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 128. | Catheterize patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 129. | Insert indwelling catheter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 130. | Care for colostomy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 131. | Care for tracheotomy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 132. | Give sitz bath | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 133. | Remove nasal pack | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 134. | Remove fecal impaction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 135. | Give perineal care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 136. | Give post-partum care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 137. | Give breast care to new mother | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 138. | Apply binders | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 139. | Assist patient with exercises | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 140. | Assist patients in walking | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 141. | Dangle patients | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 142. | Prepare hot and cold compresses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 143. | Apply hot and cold compresses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 144. | Apply Ace bandage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 145. | Apply poultices and plasters | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 146. | Order prescription from pharmacy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 147. | Compute fractional doses of medicine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 148. | Pour oral medication | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 149. | Give oral medication | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 150. | Put medication in the eye, ear, or nose | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 151. | Care for incontinent patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 152. | Administer post-mortem care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 153. | Administer narcotics | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 154. | Give immunizations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 155. | Give subcutaneous injections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 156. | Give intramuscular injections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 157. | Dress and undress patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 158. | Furnish bedpan/urinal service | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 159. | Give oral hygiene | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 160. | Give oral hygiene to an unconscious patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 161. | Give back rub | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 162. | Shampoo patient's hair | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 163. | Care for patient's hair and nails | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 164. | Bathe patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 165. | Bathe patient in an oxygen tent | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 166. | Operate autoclave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 167. | Prepare tray for prep team | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 168. | Set up croupette | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 169. | Service croupette | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 170. | Adjust bed rails | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 171. | Apply rubber or cotton rings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 172. | Set up oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 173. | Regulate oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 174 | Administer oxygen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 175. | Administer an electro-cardiograph | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 176, | Assist with electro-cardiograph | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 177. | Take X-Ray pictures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 178 | Assist in taking X-Ray pictures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 179. | Set up aspirator | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 180. | Aspirate patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 181. | Suction patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 182. | Regulate flow of blood transfusions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 183. | Discontinue I. V. solutions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 184 | Add additional solution to continue I. V. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 185 | Start an I. V. solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 186 | Check flow of I. V. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

# LICENSED PRACTICAL NURSE

INSTRUCTIONS:

In columns 1, 2, 3, 4, and 5, please judge the importance of each task by placing a check (✓) in the appropriate column. (For the purpose of this study, IMPORTANT is defined as critical or crucial.)

In column 6 place a C if you feel the task should be taught during the FORMAL TRAINING COURSE which includes both classroom and clinical instruction. Place an O in column 6 if you feel this task should be learned ON-THE-JOB.

Place a dash (—) in column 7 for any task that is Not a Function of a Licensed Practical Nurse

## EXAMPLES

Example A is not a function and, therefore, is not rated for importance and only a (—) is placed in column 7.

Example B is rated extremely important because of the danger of scalding the patient, and should be taught during the Training Course.

Example C is rated not important and is a task that is normally learned on the job.

| | Extremely important | Very important | Moderately important | Slightly important | Not important | C -During Training Course or O -On-The-Job | Not a Function |
|---|---|---|---|---|---|---|---|
| A. Teach prenatal classes | 1 | 2 | 3 | 4 | 5 | 6 | 7<br>— |
| B. Control temperature of water for sitz bath | 1<br>✓ | 2 | 3 | 4 | 5 | 6<br>C | 7 |
| C. Operate Dumbwaiter | 1 | 2 | 3 | 4 | 5<br>✓ | 6<br>O | 7 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

|  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| 187. | Set up bone fracture equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 188. | Assist in putting on braces | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 189. | Adjust traction apparatus | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 190. | Apply artificial limbs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 191. | Remove artificial limbs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 192. | Apply arm slings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 193. | Apply restraints | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 194. | Apply tourniquet | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 195. | Position patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 196. | Lift patient to bed, chair, or table | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 197. | Assist in restraining patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 198. | Transport patient in wheelchair or carriage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | Perform unit admitting procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Assist with unit admitting procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Perform unit discharge procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Assist with unit discharge procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Attend unit report | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Take notes on unit report | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Complete newborn nursery admission procedure, such as: footprints, weight, bath | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Assist with newborn nursery admission procedure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | Show babies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Set up for bedside religious rites | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | Deliver messages | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Read to patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Refer patient to social service agency | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Make charge slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. | Make credit slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. | Sort credit slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. | Sort charge slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | Answer patient call | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | Instruct patient in simple hygiene procedure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | Assist in teaching patient simple hygiene | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | Teach patient to inject his own insulin | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | Deliver mail | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | Deliver flowers | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | Make routine security check | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | Process patient's valuables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. | Explain patient condition to family | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 27. | Obtain patient signatures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. | Run personal errands for patients | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. | Prepare requisitions for unit supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. | Fill out X-Ray requisitions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. | Fill out lab requisitions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. | Assist in enforcing visiting hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. | Count unit supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. | Record count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. | Make narcotic count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. | Assist in narcotic count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. | Maintain unit supply level | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. | Deliver supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. | Dust floor in patient's room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. | Clean discharged patient's unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. | Make unoccupied bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. | Make occupied bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. | Make post-operative bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. | Disinfect bathrooms | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. | Wash glasses and pitchers | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. | Clean utility area | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. | Clean oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. | Clean aspiration equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. | Sterilize instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. | Separate laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. | Fold laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. | Stock laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. | Collect and return items to laundry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 54. | Check food trays against patient diet list | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. | Help patients plan for special diets | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. | Collect and return items to central supply | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. | Make diet substitutions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. | Change diet from liquid to soft | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. | Prepare meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. | Prepare snacks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. | Make infant formula | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. | Put food on trays | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. | Position patient for meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. | Fill infant bottles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. | Assist patients in eating | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. | Serve regular meals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67. | Serve snacks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68. | Feed babies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69. | Provide water service | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70. | Ask patient about condition | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. | Report observations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. | Record observations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. | Report treatments to R. N. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74. | Record treatments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75. | Record medications | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 76. | Put information on patient's chart | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 77. | Take the fetal heart tone | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 78. | Take temperature | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 79. | Take pulse | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 80. | Take respiration | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 81. Record TPR | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 82. Take blood pressure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 83. Record blood pressure | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84. Weigh patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85. Obtain an apical pulse | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86. Take vital signs following anesthesia | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87. Collect sputum specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88. Collect urine specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89. Collect stool specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90. Deliver specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 91. Perform clinitest | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 92. Record results of clinitest | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 93. Strain urine for stones | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 94. Insert tube for gastric specimen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95. Measure intake and output | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 96. Record intake and output | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 97. Report unusual incidents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 98. Write reports of incidents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 99. Record condition of skin | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 100. Record appearance of body discharges | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 101. Assist physician with rounds | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 102. Take verbal order from doctor for medication or treatment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 103. Carry out doctor's verbal orders for medication or treatment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 104. Record doctor's orders | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 105. Drape patient for examination | | | | | | | |

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
|---|---|---|---|---|---|---|---|---|---|
| 106. | Change dressings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 107. | Apply external medicine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 108. | Perform rectal examination of patient in labor | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 109. | Scrub for surgery | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 110. | Scrub for obstetrics | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 111. | Circulate in operating room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 112. | Assist physician in gowning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 113. | Do pre-operative shaving | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 114. | Assist with pre-operative care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 115. | Hold and hand instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 116. | Assemble instrument packs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 117. | Observe isolation techniques | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 118. | Check drainage tubes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 119. | Check patients for bleeding | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 120. | Assist patient in postural drainage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 121. | Give enema | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 122. | Empty catheter collection bag | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 123. | Insert rectal suppositories | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 124. | Insert vaginal suppositories | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 125. | Administer vaginal douche | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 126. | Give urinary bladder instillations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 127. | Give urinary bladder irrigations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 128. | Catheterize patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 129. | Insert indwelling catheter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 130. | Care for colostomy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 131. | Care for tracheotomy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |
| 132. | Give sitz bath |  |  |  |  |  |  |  |  |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 133. | Remove nasal pack | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 134. | Remove fecal impaction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 135. | Give perineal care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 136. | Give post-partum care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 137. | Give breast care to new mother | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 138. | Apply binders | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 139. | Assist patient with exercises | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 140. | Assist patients in walking | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 141. | Dangle patients | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 142. | Prepare hot and cold compresses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 143. | Apply hot and cold compresses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 144. | Apply Ace bandage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 145. | Apply poultices and plasters | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 146. | Order prescription from pharmacy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 147. | Compute fractional doses of medicine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 148. | Pour oral medication | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 149. | Give oral medication | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 150. | Put medication in the eye, ear, or nose | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 151. | Care for incontinent patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 152. | Administer post-mortem care | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 153. | Administer narcotics | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 154. | Give immunizations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 155. | Give subcutaneous injections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 156. | Give intramuscular injections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 157. | Dress and undress patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 158. | Furnish bedpan/urinal service | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 159. | Give oral hygiene | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 160. | Give oral hygiene to an unconscious patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 161 | Give back rub | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 162. | Shampoo patient's hair | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 163. | Care for patient's hair and nails | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 164. | Bathe patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 165. | Bathe patient in an oxygen tent | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 166. | Operate autoclave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 167 | Prepare tray for prep team | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 168. | Set up croupette | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 169. | Service croupette | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 170. | Adjust bed rails | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 171 | Apply rubber or cotton rings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 172. | Set up oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 173. | Regulate oxygen equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 174 | Administer oxygen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 175 | Administer an electro-cardiograph | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 176, | Assist with electro-cardiograph | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 177 | Take X-Ray pictures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 178 | Assist in taking X-Ray pictures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 179. | Set up aspirator | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 180. | Aspirate patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 181. | Suction patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 182. | Regulate flow of blood transfusions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 183 | Discontinue I V. solutions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 184 | Add additional solution to continue I. V | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 185 | Start an I V solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 186 | Check flow of I V | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## NURSE'S AIDE/ORDERLY

INSTRUCTIONS:

In columns 1, 2, 3, 4, and 5, please judge the importance of each task by placing a check (✓) in the appropriate column. (For the purpose of this study, IMPORTANT is defined as critical or crucial.)

In column 6 place a C if you feel the task should be taught during the FORMAL TRAINING COURSE which includes both classroom and clinical instruction. Place an O in column 6 if you feel this task should be learned ON-THE-JOB.

Place a dash (—) in column 7 for any task that is not a function of a Nurse's Aide/Orderly.

### EXAMPLES

Example A is not a function and, therefore, is not rated for importance and only a (—) is placed in column 7.

Example B is rated extremely important because of the danger of scalding the patient, and should be taught during the Training Course.

Example C is rated not important and is a task that is normally learned on the job.

| | Extremely Important | Very Important | Moderately Important | Slightly Important | Not Important | C During Training Course or O On-The-Job | Not a Function |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| A. Teach prenatal classes. | | | | | | | — |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| B. Control temperature of water for sitz bath. | ✓ | | | | | C | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| C. Operate dumbwaiter. | | | | | ✓ | O | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

|  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
| 187. Set up bone fracture equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 188. Assist in putting on braces | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 189. Adjust traction apparatus | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 190. Apply artificial limbs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 191. Remove artificial limbs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 192. Apply arm slings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 193. Apply restraints | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 194. Apply tourniquet | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 195. Position patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 196. Lift patient to bed, chair, or table | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 197. Assist in restraining patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 198. Transport patient in wheelchair or carriage | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Pre-Operative Functions**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Scrub hands | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Glove and gown | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Assist with gloving and gowning | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Obtain equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Connect electrical-surgical units, drills, suction | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Adjust electrical-surgical units, lights | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Assemble drills | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Inspect equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Test equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Lubricate equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Request equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Obtain sterilized linen packs | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Drape tables, stands | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Arrange linens on linen table | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Obtain sterilized instrument packs | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Arrange instruments | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Check instruments | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Count instruments | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Request additional instruments | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Obtain sterile sponge packs | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Count sponges | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Arrange sponges | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Prepare sponges | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Obtain sterilized suture packs | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. Count sutures | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Prepare sutures | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 27. Arrange sutures | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. Obtain sterilized basin packs | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. Position basins | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Obtain prep solutions, water | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. Pour water, prep solutions | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. Request special solutions | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Prepare solutions | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. Soak optic devices in disinfectant for operative procedure | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. Ask questions for clarification | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. Orient assistant/orderly personnel | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. Receive instructions | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. Relay messages | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. Place X-rays on view box | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Shave operative area of patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. Talk reassuringly to patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. Assist with positioning patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. Restrain patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. Tell patient of procedural intent | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Assist with sterile prep | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Assist with draping patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. Obtain O-R forms | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. Stamp patient's name on O-R forms | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. Write operative information on O-R forms | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. Fill hypodermic syringe | 1 | 2 | 3 | 4 | 5 | 6 |
| OTHER PRE-OPERATIVE FUNCTIONS | | | | | | |
| | | | | | | |
| | | | | | | |

## Operative Functions

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 51. | Hand instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. | Hold retractors | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. | Prepare sutures | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. | Cut sutures as directed by surgeon | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. | Hold organs or tissue as directed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. | Apply hand pressure as directed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. | Anticipate surgeon's need | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. | Adjust electrical-surgical equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. | Focus lights | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. | Request additional supplies | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. | Provide emergency equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. | Aspirate incision | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. | Check drainage of urinary catheter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. | Sponge incision | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. | Receive organs/tissue specimens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. | Identify specimens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67. | Label specimens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68. | Receive additional linens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69. | Change soiled linens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70. | Chart operative information on O-R form | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. | Rinse instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. | Sort and separate instruments not to be used again | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. | Wipe instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74. | Moisten sponges | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75. | Rearrange instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 76. | Hold I. V. bottles for anesthetist | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 77. | Obtain needed supplies for anesthetist | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 78. | Help anesthetist hold patient in position | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 79. | Hand tape to anesthetist | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 80. | Obtain blood for anesthetist | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 81. | Cut sterile surgical adhesive strips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 82. | Prepare packing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 83. | Assist with sponge count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84. | Unfold soiled, counted sponges | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85. | Thread needle | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86. | Prepare dressing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87. | Assist with applying dressing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88. | Cut adhesive strips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89. | Assist with taping dressing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90. | Assist surgeon in removing gloves & gown | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 91. | Request recovery bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| OTHER OPERATIVE FUNCTIONS | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Post-Operative Functions | | | | | | | | |
| 92. | Remove drape from patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 93. | Remove knee restrainers from patient | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 94. | Assist in moving patient to recovery bed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95. | Transfer patient from operating room to recovery room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 96. | Check position of drainage tube, urinary catheter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 97. | Connect new drainage tube & collection bag to urinary catheter | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 98. | Clean instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 99. | Prepare germicide solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 100. | Soak contaminated instruments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 101. | Prepare instrument packs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 102. | Sterilize instrument packs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 103. | Dispose of used and soiled linens | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 104. | Replenish linen packs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 105. | Disassemble drills, suction apparatus | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 106. | Disconnect electrical-surgical unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 107. | Wipe equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 108. | Remove equipment from O-R | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 109. | Wipe off stands and tables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 110. | Clean O-R | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 111. | Empty/clean containers(basin, bucket, aspirator jar) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 112. | Mop floors | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 113. | Use housekeeping cleaning machines | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 114. | Check sponge count | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 115. | Complete O-R forms | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 116. | Sign O-R forms | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 117. | Prepare charge slips | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 118. | Prepare specimen reports | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 119. | Hand carry forms to pick-up stations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 120. | Position awake patients in lithotomy in cysto room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 121. | Clean special instruments in cysto room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 122. | Obtain plaster in cast room | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 123. | Prepare plaster | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## SURGICAL TECHNICIAN

### IMPORTANCE OF TASKS

Please check the tasks performed on the job and judge the importance of each task. By important we mean critical or crucial. We are interested in those functions that are performed by surgical technicians in your hospital. Place a dash in the appropriate place in the answer column for those functions not performed by a surgical technician.

An example of how the answers might look is presented below.

| | Not a function | Extremely Important | Very Important | Moderately Important | Slightly Important | Not Important |
|---|---|---|---|---|---|---|
| 1. Pass instruments | 1 | 2 | 3<br>✓ | 4 | 5 | 6 |
| 2. Transport patients | 1 | 2 | 3 | 4<br>✓ | 5 | 6 |
| 3. Operate bone drill | 1<br>— | 2 | 3 | 4 | 5 | 6 |

A check ( ✓ ) for Item 1 indicates that it is a function of a surgical technician and is considered very important. A dash ( — ) for Item 3 indicates that it is not a function of a surgical technician. It, therefore, should not be rated for importance.

Additional comments may be written in the margin or beside the item.

| | Not a Function | Extremely Important | Very Important | Moderately Important | Slightly Important | Not Important |
|---|---|---|---|---|---|---|
| 125. Assist in applying cast | 1 | 2 | 3 | 4 | 5 | 6 |
| | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 125. | Assist in applying cast | 1 | 2 | 3 | 4 | 5 | 6 |
| 126. | Hold Patient's extremities in cast room | 1 | 2 | 3 | 4 | 5 | 6 |
| 127. | Lift patients | 1 | 2 | 3 | 4 | 5 | 6 |
| 128. | Assist in removing cast | 1 | 2 | 3 | 4 | 5 | 6 |
| 129. | Verify correct patient | 1 | 2 | 3 | 4 | 5 | 6 |
| 130. | Report defective equipment to superiors | 1 | 2 | 3 | 4 | 5 | 6 |
| 131. | Report defective supplies to superiors | 1 | 2 | 3 | 4 | 5 | 6 |
| 132. | Report shortages | 1 | 2 | 3 | 4 | 5 | 6 |
| 133. | Report unusual happenings | 1 | 2 | 3 | 4 | 5 | 6 |
| 134. | Assist with inventory | 1 | 2 | 3 | 4 | 5 | 6 |
| 135. | Assist in checking incoming supplies | 1 | 2 | 3 | 4 | 5 | 6 |
| 136. | Read literature on operating room procedures | 1 | 2 | 3 | 4 | 5 | 6 |
| OTHER POST-OPERATIVE FUNCTIONS | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Check one answer for the following questions.

A. Do surgical technicians in your hospital "scrub"?
  1. frequently ( )
  2. occasionally ( )
  3. rarely ( )

B. Do surgical technicians in your hospital "circulate"?
  1. frequently ( )
  2. occasionally ( )
  3. rarely ( )

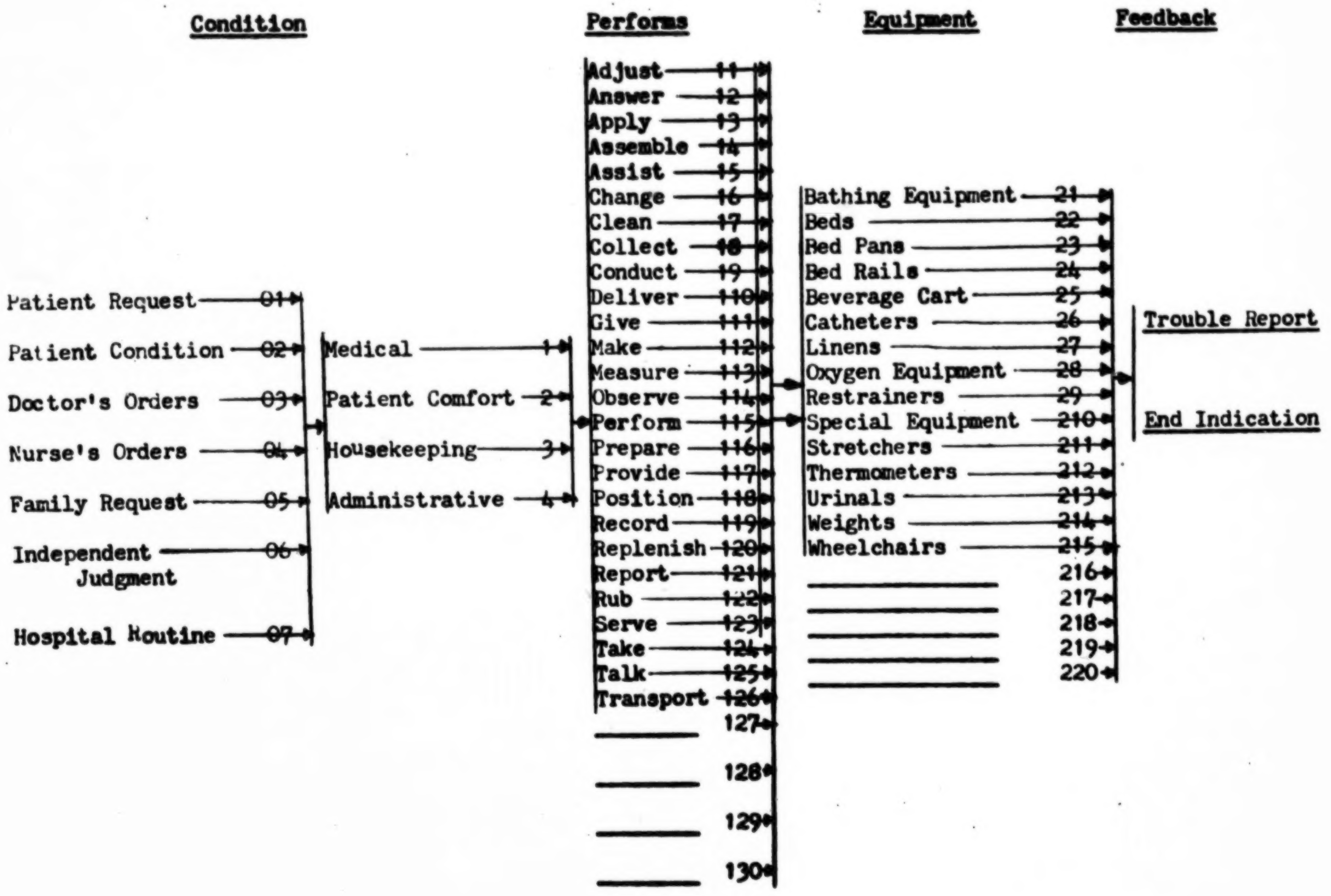
# APPENDIX C

## Performance Inventory Form

## Performance Inventory Form

**Duty** ______________________ **Date** ______________ **Observer** ____________________

**Use the back of this form for recording a Detailed Step-By-Step description of the duty observed.**

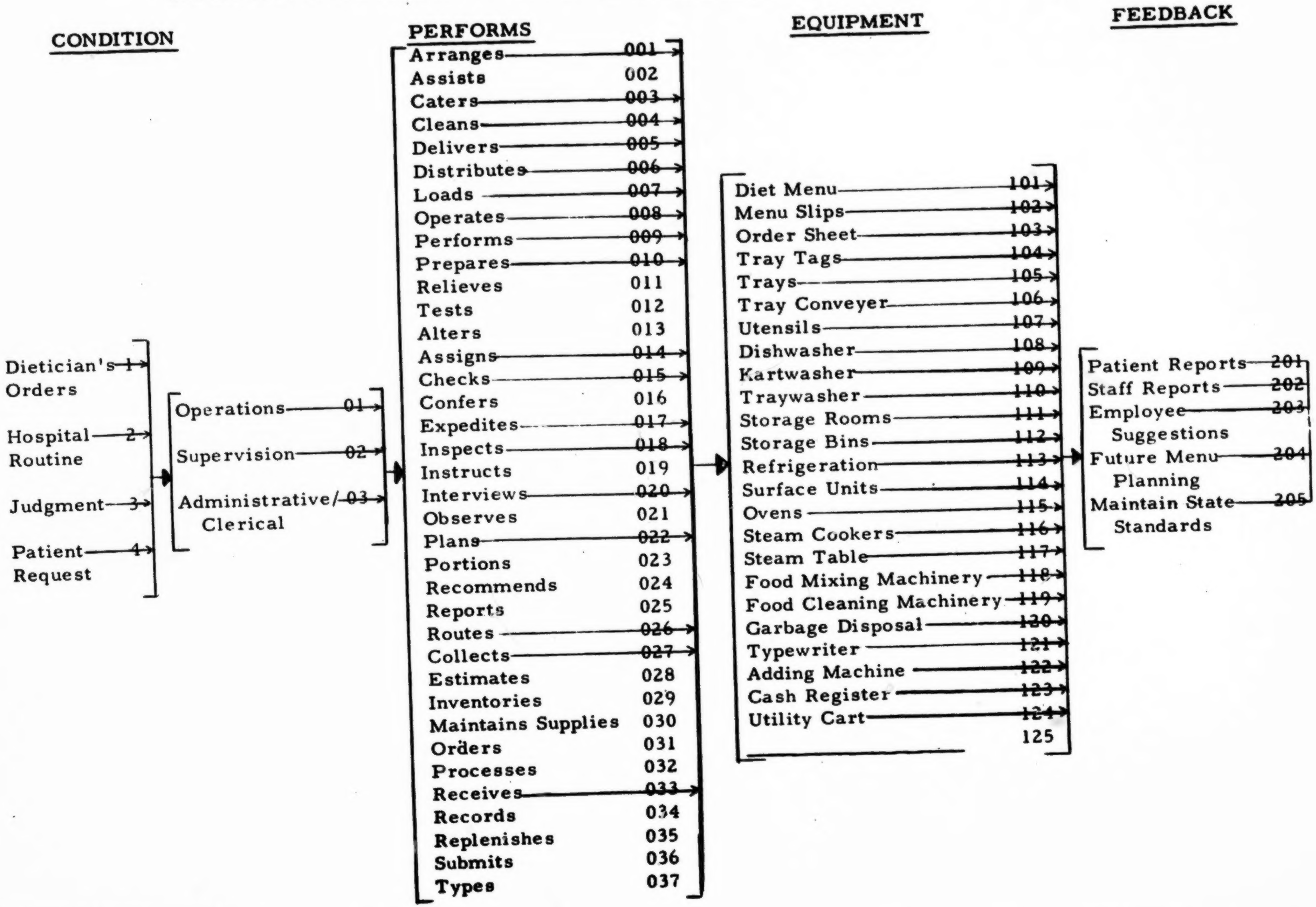

Condition
Performs
Equipment
Feedback
Patient Request 01
Patient Condition 02
Doctor's Orders 03
Nurse's Orders 04
Family Request 05
Independent Judgment 06
Hospital Routine 07
Medical 1
Patient Comfort 2
Housekeeping 3
Administrative 4
Adjust 11
Answer 12
Apply 13
Assemble 14
Assist 15
Change 16
Clean 17
Collect 18
Conduct 19
Deliver 110
Give 111
Make 112
Measure 113
Observe 114
Perform 115
Prepare 116
Provide 117
Position 118
Record 119
Replenish 120
Report 121
Rub 122
Serve 123
Take 124
Talk 125
Transport 126
127
128
129
130
Bathing Equipment 21
Beds 22
Bed Pans 23
Bed Rails 24
Beverage Cart 25
Catheters 26
Linens 27
Oxygen Equipment 28
Restrainers 29
Special Equipment 210
Stretchers 211
Thermometers 212
Urinals 213
Weights 214
Wheelchairs 215
216
217
218
219
220
Trouble Report
End Indication

FSS

## PERFORMANCE INVENTORY FORM

Duty____________________ Date__________ Observer____________________

Use the back of this form for recording a detailed step-by-step description of the duty observed.



**CONDITION**

Dietician's Orders 1
Hospital Routine 2
Judgment 3
Patient Request 4

Operations 01
Supervision 02
Administrative/Clerical 03

**PERFORMS**

Arranges 001
Assists 002
Caters 003
Cleans 004
Delivers 005
Distributes 006
Loads 007
Operates 008
Performs 009
Prepares 010
Relieves 011
Tests 012
Alters 013
Assigns 014
Checks 015
Confers 016
Expedites 017
Inspects 018
Instructs 019
Interviews 020
Observes 021
Plans 022
Portions 023
Recommends 024
Reports 025
Routes 026
Collects 027
Estimates 028
Inventories 029
Maintains Supplies 030
Orders 031
Processes 032
Receives 033
Records 034
Replenishes 035
Submits 036
Types 037

**EQUIPMENT**

Diet Menu 101
Menu Slips 102
Order Sheet 103
Tray Tags 104
Trays 105
Tray Conveyer 106
Utensils 107
Dishwasher 108
Kartwasher 109
Traywasher 110
Storage Rooms 111
Storage Bins 112
Refrigeration 113
Surface Units 114
Ovens 115
Steam Cookers 116
Steam Table 117
Food Mixing Machinery 118
Food Cleaning Machinery 119
Garbage Disposal 120
Typewriter 121
Adding Machine 122
Cash Register 123
Utility Cart 124
__________ 125

**FEEDBACK**

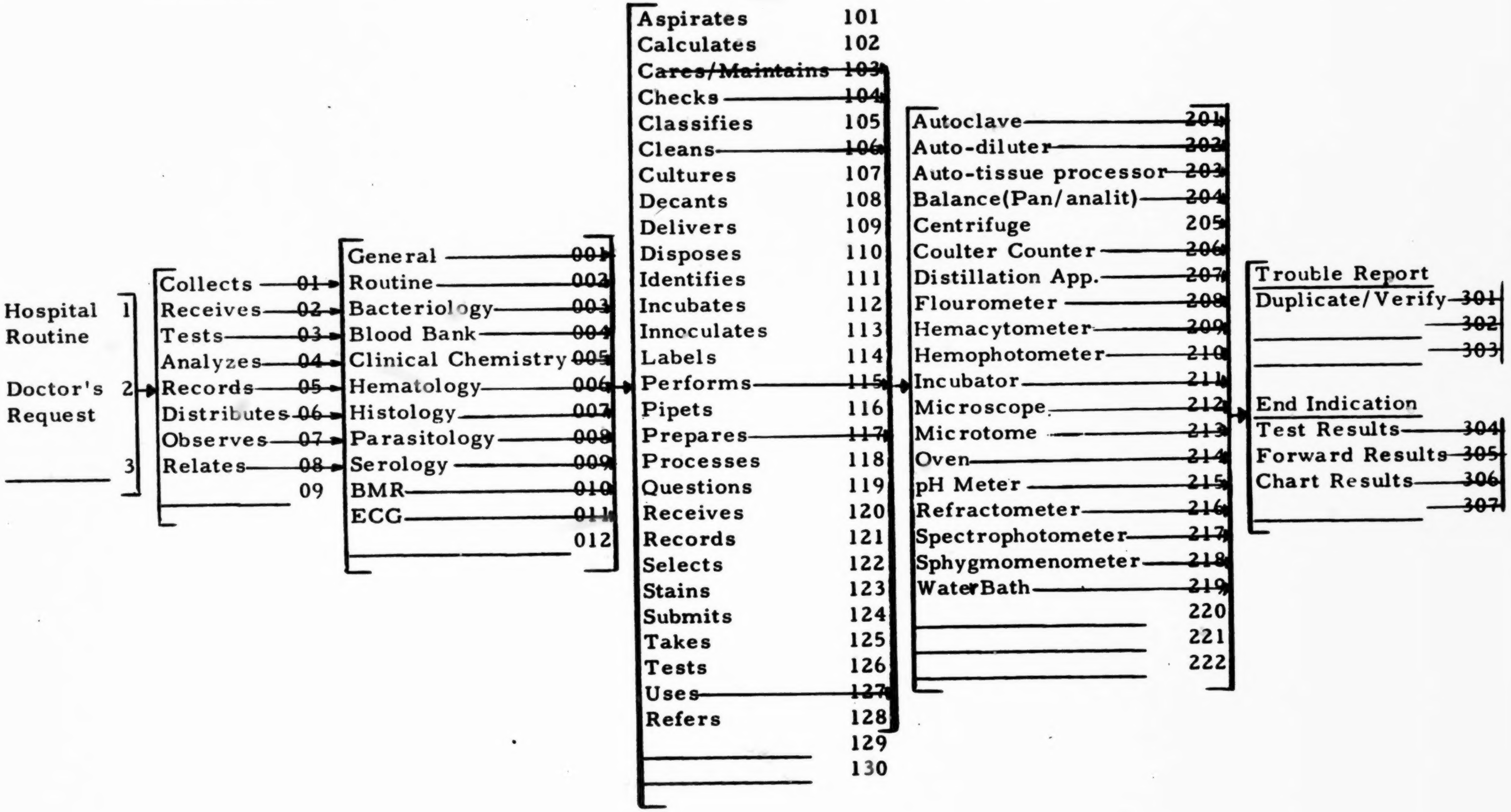
Patient Reports 201
Staff Reports 202
Employee Suggestions 203
Future Menu Planning 204
Maintain State Standards 205

# PERFORMANCE INVENTORY FORM

Duty____________________ Date______________ Observer____________________

Use the back of this form for recording a detailed step-by-step description of the duty observed.

CONDITION PERFORMS EQUIPMENT FEEDBACK



Hospital Routine 1
Doctor's Request 2
________ 3

Collects 01
Receives 02
Tests 03
Analyzes 04
Records 05
Distributes 06
Observes 07
Relates 08
________ 09

General 001
Routine 002
Bacteriology 003
Blood Bank 004
Clinical Chemistry 005
Hematology 006
Histology 007
Parasitology 008
Serology 009
BMR 010
ECG 011
________ 012

Aspirates 101
Calculates 102
Cares/Maintains 103
Checks 104
Classifies 105
Cleans 106
Cultures 107
Decants 108
Delivers 109
Disposes 110
Identifies 111
Incubates 112
Innoculates 113
Labels 114
Performs 115
Pipets 116
Prepares 117
Processes 118
Questions 119
Receives 120
Records 121
Selects 122
Stains 123
Submits 124
Takes 125
Tests 126
Uses 127
Refers 128
________ 129
________ 130

Autoclave 201
Auto-diluter 202
Auto-tissue processor 203
Balance(Pan/analit) 204
Centrifuge 205
Coulter Counter 206
Distillation App. 207
Flourometer 208
Hemacytometer 209
Hemophotometer 210
Incubator 211
Microscope 212
Microtome 213
Oven 214
pH Meter 215
Refractometer 216
Spectrophotometer 217
Sphygmomenometer 218
WaterBath 219
________ 220
________ 221
________ 222

Trouble Report
Duplicate/Verify 301
________ 302
________ 303

End Indication
Test Results 304
Forward Results 305
Chart Results 306
________ 307

# APPENDIX D

## Typical Job Behavior of Employee

## REPORT OF TYPICAL BEHAVIOR

During the past three or four days there has probably been a time when ______________________________ has said or done something which impressed you as being indicative of his/her typical behavior on the job. Please think of the last time such an incident occurred and then complete the following form.

- - - - - - - - - - - - - - - - - - - -

1. What led up to the event? Please describe the circumstances which led up to the event in as much detail as possible.

2. Exactly what did the employee say or do that impressed you as being typical of his/her on-the-job behavior?

3. a. If this behavior was effective in accomplishing the task assigned, why in your opinion was this behavior effective?

   b. If this behavior was ineffective in accomplishing the task assigned, what in your opinion should he/she have done?

# APPENDIX E

## List Of Cooperating Area Health Institutions

Allegheny General Hospital

Allegheny Valley Hospital

Allegheny Valley School for Exceptional Children

Braddock General Hospital

Butler County Memorial Hospital

Charleroi-Monessen Hospital

Children's Hospital of Pittsburgh

Citizens General Hospital

Columbia Hospital

Conemaugh Valley Hospital

Divine Providence Hospital of Pittsburgh

Eye & Ear Hospital

Harmarville Rehabilitation Center

Home for Crippled Children

Homestead Hospital

Jeannette Hospital

Jewish Home

John J. Kane Hospital

Magee-Womens Hospital

McKeesport Hospital

Mercy Hospital

Montefiore Hospital

Negley House

North Hills Passavent Hospital

Ohio Valley General Hospital

Presbyterian-University Hospital

Providence - Beaver Falls

St. Clair Memorial Hospital

St. Francis General Hospital

St. John's General Hospital

St. Joseph's Hospital & Dispensary

St. Margaret Memorial Hospital

Sewickley Valley Hospital

Shadyside Hospital

Shenango Valley Hospital

South Side Hospital

Suburban General Hospital

Valley View Nursing Home

Veterans Administration - Aspinwall

Veterans Administration - Leech Farm

Washington Hospital

Western Pennsylvania Hospital

Private Duty

# APPENDIX F

## Tables Of Z Scores for Frequency and Criticality Of Tasks

for: Surgical Technician
Licensed Practical Nurse
Nurse Aide

## SUMMARY*

| Item | Surgical Technician |
|---|---|
| Scrub hands | 7.24 |
| Anticipate Surgeon's needs | 7.25 |
| Glove and gown | 7.30 |
| Drape tables, stands | 7.34 |
| Hand instruments | 7.58 |
| Receive organs tissue specimens | 7.66 |
| Assist with sponge count | 7.68 |
| Count sponges | 7.78 |
| Arrange instruments | 7.89 |
| Verify correct patient | 7.94 |
| Ask questions for clarification | 8.07 |
| Prepare sutures | 8.10 |
| Arrange linens on linen table | 8.14 |
| Assist with gloving and gowning | 8.15 |
| Check instruments | 8.18 |
| Report defective equipment to superiors | 8.22 |
| Thread needle | 8.22 |
| Receive instructions | 8.29 |

*The sum of the means for criticality and frequency are used to provide a summary number for ranking the Surgical Technician to the Z scores. A constant of 5 was added to the scores to eliminate negative values.

| Item | Surgical Technician |
|---|---|
| Check sponge count | 8.30 |
| Report defective supplies to superiors | 8.34 |
| Obtain sterilized instrument packs | 8.52 |
| Obtain sterile sponge packs | 8.52 |
| Label specimens | 8.58 |
| Soak contaminated instruments | 8.69 |
| Assist in draping patient | 8.76 |
| Obtain sterilized suture packs | 8.76 |
| Obtain equipment | 8.81 |
| Prepare dressing | 8.83 |
| Clean instruments | 8.86 |
| Connect electrical-surgical units, drills, suction | 8.87 |
| Disassemble drills, suction apparatus | 8.90 |
| Count sutures | 8.93 |
| Obtain sterilized linen packs | 8.93 |
| Cut sutures as directed by surgeon | 8.94 |
| Obtain sterilized basin packs | 8.95 |
| Test Equipment | 8.95 |
| Change soiled linens | 8.97 |
| Request Additional supplies | 8.98 |
| Disconnect electrical-surgical unit | 9.04 |
| Dispose of used and soiled linens | 9.08 |

| Item | Surgical Technician |
|---|---|
| Report unusual happenings | 9.08 |
| Wipe instruments | 9.14 |
| Rinse instruments | 9.21 |
| Moisten sponges | 9.23 |
| Obtain prep solutions, water | 9.27 |
| Wipe equipment | 9.29 |
| Pour water, prep solutions | 9.30 |
| Adjust electrical-surgical units, lights | 9.34 |
| Prepare specimen reports | 9.36 |
| Receive additional linens | 9.38 |
| Relay messages | 9.39 |
| Remove drape from patient | 9.40 |
| Shave operative area of patient | 9.40 |
| Clean O-R | 9.41 |
| Count instruments | 9.44 |
| Empty, clean containers (basins, bucket, aspirator jar) | 9.48 |
| Identify specimens | 9.50 |
| Inspect equipment | 9.52 |
| Assist in moving patient to recovery bed | 9.54 |
| Read literature on operating room procedures | 9.54 |
| Wipe off stands and tables | 9.60 |
| Arrange sutures | 9.61 |

| Item | Surgical Technician |
|---|---|
| Hold retractors | 9.61 |
| Restrain patient | 9.61 |
| Complete O-R forms | 9.62 |
| Report Shortages | 9.63 |
| Talk Reassuringly to patient | 9.65 |
| Adjust electrical-surgical equipment | 9.69 |
| Request additional instruments | 9.69 |
| Sterilize instrument packs | 9.70 |
| Assist with applying dressing | 9.72 |
| Hold organs or tissue as directed | 9.73 |
| Replenish linen packs | 9.79 |
| Focus lights | 9.81 |
| Position basins | 9.82 |
| Rearrange instruments | 9.82 |
| Lift patients | 9.86 |
| Sort and separate instruments not to be used again | 9.90 |
| Arrange sponges | 9.92 |
| Chart operative information on O-R form | 9.96 |
| Write operative information on O-R forms | 9.96 |
| Obtain O-R forms | 10.00 |
| Prepare sponges | 10.00 |
| Unfold soiled, counted, sponges | 10.04 |

| Item | Surgical Technician |
|---|---|
| Prepare instrument packs | 10.13 |
| Remove knee restrainers from patient | 10.14 |
| Assemble drills | 10.16 |
| Request special solutions | 10.24 |
| Sponge incision | 10.24 |
| Remove equipment from O-R | 10.27 |
| Assist in sterile prep | 10.35 |
| Sign O-R forms | 10.35 |
| Provide emergency equipment | 10.36 |
| Soak optical devices in disinfectant for operative procedures | 10.40 |
| Apply hand pressure as directed by surgeon | 10.54 |
| Prepare germicide solution | 10.61 |
| Assist with positioning patient | 10.62 |
| Prepare plaster | 10.72 |
| Assist in applying plaster | 10.84 |
| Prepare solutions | 10.85 |
| Clean special instruments in cysto room | 10.87 |
| Stamp patient's name on O-R forms | 10.88 |
| Obtain plaster in cast room | 10.92 |
| Prepare packing | 11.02 |
| Fill hypodermic syringe | 11.04 |

| Item | Surgical Technician |
|---|---|
| Transfer patient from operating room to recovery room | 11.07 |
| Request equipment | 11.07 |
| Hold patients' extremities in cast room | 11.15 |
| Assist in applying cast | 11.21 |
| Check position of drainage tube, urinary catheter | 11.26 |
| Cut adhesive strips | 11.28 |
| Assist with taping dressing | 11.35 |
| Prepare charge slips | 11.36 |
| Help anesthetist hold patient in position | 11.40 |
| Hand-carry forms to pick-up stations | 11.48 |
| Aspirate incision | 11.51 |
| Position awake patients in lithotomy in cysto room | 11.51 |
| Connect new drainage tube and collection bag to urinary catheter | 11.63 |
| Lubricate equipment | 11.70 |
| Assist surgeon in removing gloves and gown | 11.95 |
| Place x-rays on view box | 12.11 |
| Assist in removing cast | 12.16 |
| Request for recovery bed | 12.33 |
| Check drainage of urinary catheter | 12.37 |
| Obtain blood for anesthetist | 12.58 |
| Cut sterile surgical adhesive strips | 13.21 |

| Item | Surgical Technician |
|---|---|
| Obtain needed supplies for anesthetist | 13.62 |
| Orient assistant/orderly personnel | 13.86 |
| Mop floors | 13.98 |
| Tell patient of procedural intent | 13.98 |
| Assist with inventory | 14.01 |
| Use housekeeping cleaning machines | 14.03 |
| Assist in checking incoming supplies | 14.14 |
| Hand tape to anesthetist | 14.82 |
| Hold I.V. bottles for anesthetist | 15.04 |

SUMMARY*

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 6.08 | Furnish bedpan/urinal service | 8.09 |
| 6.27 | Report observations | 6.96 |
| 6.36 | Collect urine specimen | 7.82 |
| 6.59 | Answer patient call | 7.24 |
| 6.62 | Measure intake and output | 7.35 |
| 6.69 | Perform clinitest | 7.70 |
| 6.72 | Lift patient to bed, chair or table | 7.83 |
| 6.75 | Care for incontinent patient | 7.85 |
| 6.87 | Give oral hygiene | 7.94 |
| 6.87 | Collect stool specimen | 8.40 |
| 6.89 | Make occupied bed | 7.57 |
| 6.92 | Assist patients in eating | 7.94 |
| 6.95 | Bathe patient | 8.74 |
| 7.00 | Take temperature | 7.08 |
| 7.08 | Take pulse | 7.13 |
| 7.08 | Deliver messages | 9.37 |
| 7.11 | Take respiration | 7.03 |

* The sum of the means for criticality and frequency are used to provide a summary number for ranking the Nurse Aide to the Z scores. A constant of 5 was added to the scores to eliminate negative values.

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 7.14 | Empty catheter collection bag | 8.03 |
| 7.16 | Provide water service | 10.31 |
| 7.19 | Make post-operative bed | 8.06 |
| 7.20 | Dangle patients | 8.10 |
| 7.24 | Transport patient in wheelchair or carriage | 8.26 |
| 7.27 | Position patient | 7.55 |
| 7.30 | Clean utility area | 10.61 |
| 7.36 | Adjust bed rails | 8.13 |
| 7.44 | Dress and undress patient | 8.64 |
| 7.45 | Deliver specimen | 10.26 |
| 7.46 | Position patient for meals | 7.91 |
| 7.50 | Assist with unit admitting procedure | 7.98 |
| 7.52 | Attend unit report | 7.15 |
| 7.54 | Instruct patient in simple hygiene procedure | 7.49 |
| 7.57 | Assist in teaching patient simple hygiene | 8.02 |
| 7.57 | Collect sputum specimen | 8.46 |
| 7.57 | Make unoccupied bed | 8.31 |
| 7.64 | Report treatment to R. N. | 7.20 |
| 7.65 | Assist with unit discharge procedure | 8.56 |
| 7.65 | Assist patients in walking | 8.39 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 7.65 | Weigh patient | 7.76 |
| 7.73 | Give enema | 7.77 |
| 7.78 | Assist in restraining patient | 8.47 |
| 7.80 | Perform unit discharge procedures | 8.29 |
| 7.82 | Report unusual incidents | 7.49 |
| 8.06 | Strain urine for stones | 8.72 |
| 8.09 | Give sitz bath | 8.64 |
| 8.09 | Wash glasses and pitchers | 11.51 |
| 8.12 | Collect and return items to central supply | 10.43 |
| 8.13 | Record TPR | 7.47 |
| 8.17 | Ask patient about condition | 7.92 |
| 8.26 | Deliver flowers | 11.03 |
| 8.26 | Care for patient's hair and nails | 9.02 |
| 8.32 | Observe isolation techniques | 8.28 |
| 8.33 | Deliver mail | 11.13 |
| 8.33 | Record intake and output | 8.33 |
| 8.40 | Apply poultices and plasters | 8.01 |
| 8.57 | Administer post-mortem care | 9.11 |
| 8.61 | Take notes on unit report | 7.76 |
| 8.65 | Process patient's valuables | 9.05 |
| 8.74 | Prepare hot and cold compresses | 7.84 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 8.81 | Apply binders | 8.34 |
| 8.82 | Apply restraints | 8.86 |
| 8.87 | Check drainage tubes | 7.68 |
| 8.88 | Set up for bedside religious rites | 10.07 |
| 8.90 | Check patients for bleeding | 7.47 |
| 8.92 | Give back rub | 8.31 |
| 8.94 | Serve snacks | 10.48 |
| 9.06 | Run personal errands for patients | 11.43 |
| 9.06 | Check food trays against patient diet list | 8.56 |
| 9.12 | Count unit supplies | 11.42 |
| 9.14 | Apply hot and cold compresses | 7.80 |
| 9.18 | Record results of clinitest | 7.61 |
| 9.20 | Assist with newborn nursery admission procedure | 10.42 |
| 9.22 | Assist in enforcing visiting hours | 9.36 |
| 9.34 | Shampoo patient's hair | 10.44 |
| 9.41 | Check flow of I.V. | 7.95 |
| 9.43 | Read to patient | 10.98 |
| 9.51 | Bathe patient in an oxygen tent | 8.71 |
| 9.51 | Assist with pre-operative care | 8.48 |
| 9.56 | Stock laundry | 12.71 |
| 9.58 | Separate laundry | 12.47 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 9.59 | Assist patient with exercises | 9.21 |
| 9.64 | Apply rubber or cotton rings | 9.53 |
| 9.65 | Drape patient for examination | 8.83 |
| 9.67 | Deliver supplies | 12.11 |
| 9.70 | Maintain unit supply level | 11.33 |
| 9.77 | Make routine security check | 9.81 |
| 9.87 | Apply arm slings | 9.40 |
| 9.91 | Give perineal care | 8.78 |
| 9.94 | Fold laundry | 12.93 |
| 9.94 | Record appearance of body discharges | 7.57 |
| 10.00 | Serve regular meals | 10.33 |
| 10.03 | Give oral hygiene to an unconscious patient | 8.71 |
| 10.03 | Prepare snacks | 11.62 |
| 10.05 | Prepare requisitions for unit supplies | 11.15 |
| 10.07 | Make charge slips | 10.43 |
| 10.07 | Clean aspiration equipment | 10.67 |
| 10.14 | Clean oxygen equipment | 11.54 |
| 10.23 | Clean discharged patient's unit | 12.25 |
| 10.30 | Collect and return items to laundry | 12.44 |
| 10.31 | Obtain patient signatures | 10.52 |
| 10.33 | Assist in putting on braces | 10.69 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 10.40 | Take blood pressure | 7.17 |
| 10.54 | Sort charge slips | 12.50 |
| 10.57 | Feed babies | 9.72 |
| 10.64 | Show babies | 11.11 |
| 10.64 | Sterilize instruments | 11.25 |
| 10.65 | Record condition of skin | 7.82 |
| 10.84 | Set up oxygen equipment | 10.14 |
| 10.94 | Record observations | 7.00 |
| 10.95 | Assist patient in postural drainage | 9.19 |
| 10.96 | Regulate oxygen equipment | 9.39 |
| 10.98 | Record count | 11.83 |
| 11.01 | Record treatments | 7.11 |
| 11.02 | Put food on trays | 12.47 |
| 11.02 | Give post-partum care | 9.78 |
| 11.11 | Disinfect bathrooms | 12.90 |
| 11.16 | Assemble instrument packs | 12.11 |
| 11.18 | Operate autoclave | 12.45 |
| 11.32 | Record blood pressure | 7.27 |
| 11.32 | Apply artificial limbs | 11.17 |
| 11.35 | Assist in taking x-ray pictures | 12.36 |
| 11.36 | Remove artificial limbs | 10.94 |
| 11.36 | Suction patient | 9.52 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 11.40 | Adjust traction apparatus | 11.19 |
| 11.41 | Make credit slips | 11.22 |
| 11.42 | Administer oxygen | 9.47 |
| 11.44 | Sort credit slips | 12.77 |
| 11.47 | Administer vaginal douche | 9.53 |
| 11.48 | Do pre-operative shaving | 10.83 |
| 11.49 | Put information on patient's chart | 7.36 |
| 11.51 | Apply ace bandage | 9.80 |
| 11.52 | Discontinue I.V. solutions | 8.82 |
| 11.55 | Give urinary bladder irrigations | 8.91 |
| 11.55 | Change dressings | 7.77 |
| 11.55 | Assist in narcotic count | 11.28 |
| 11.57 | Set up croupette | 11.34 |
| 11.58 | Prepare tray for prep team | 12.66 |
| 11.59 | Set up aspirator | 10.41 |
| 11.59 | Give breast care to new mother | 10.11 |
| 11.60 | Take vital signs following anesthesia | 8.10 |
| 11.60 | Insert tube for gastric specimen | 13.50 |
| 11.60 | Care for colostomy | 8.73 |
| 11.62 | Change diet from liquid to soft | 12.11 |
| 11.63 | Apply external medicine | 8.82 |
| 11.66 | Catheterize patient | 8.68 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 11.67 | Obtain an apical pulse | 9.02 |
| 11.71 | Regulate flow of blood transfusions | 10.95 |
| 11.72 | Assist physician with rounds | 10.24 |
| 11.72 | Explain patient condition to family | 12.00 |
| 11.72 | Insert rectal suppositories | 10.45 |
| 11.74 | Fill out x-ray requisitions | 11.90 |
| 11.75 | Give urinary bladder instillations | 10.65 |
| 11.78 | Apply tourniquet | 11.43 |
| 11.78 | Service croupette | 11.91 |
| 11.79 | Help patients plan for special diets | 11.12 |
| 11.82 | Teach patient to inject his own insulin | 12.82 |
| 11.82 | Fill infant bottles | 11.63 |
| 11.82 | Order prescription from pharmacy | 12.01 |
| 11.84 | Fill out lab requisitions | 11.32 |
| 11.88 | Set up bone fracture equipment | 12.76 |
| 11.95 | Assist with electro-cardiograph | 12.11 |
| 11.96 | Assist physician in gowning | 11.64 |
| 11.97 | Put medication in the eye, ear, or nose | 10.60 |
| 11.99 | Make narcotic count | 12.10 |
| 12.04 | Start an I. V. solution | 13.69 |
| 12.06 | Hold and hand instruments | 11.60 |
| 12.11 | Care for tracheotomy | 9.59 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 12.14 | Take x-ray pictures | 13.79 |
| 12.14 | Aspirate patient | 10.68 |
| 12.16 | Make diet substitutions | 12.04 |
| 12.17 | Remove fecal impaction | 11.40 |
| 12.20 | Make infant formula | 12.20 |
| 12.21 | Refer patient to social service agency | 12.19 |
| 12.26 | Give oral medication | 5.53 |
| 12.28 | Give immunizations | 13.07 |
| 12.29 | Dust floor in patient's room | 13.45 |
| 12.34 | Scrub for surgery | 12.32 |
| 12.34 | Give subcutaneous injections | 12.24 |
| 12.34 | Carry out doctor's verbal orders for medication or treatment | 12.48 |
| 12.35 | Complete newborn nursery admission procedure: Footprints, weight, bath | 10.69 |
| 12.38 | Pour oral medication | 10.56 |
| 12.39 | Circulate in operating room | 12.37 |
| 12.42 | Give intramuscular injections | 12.01 |
| 12.43 | Take verbal order from doctor for medication or treatment | 12.90 |
| 12.43 | Prepare meals | 13.32 |
| 12.46 | Add additional solution to continue I. V. | 10.99 |
| 12.47 | Take the fetal heart tone | 11.33 |

| Nurse Aide | Item | Licensed Practical Nurse |
|---|---|---|
| 12.48 | Scrub for obstetrics | 12.08 |
| 12.49 | Insert indwelling catheter | 9.38 |
| 12.53 | Record doctor's orders | 12.26 |
| 12.54 | Record medications | 10.23 |
| 12.55 | Perform rectal examination of patient in labor | 13.58 |
| 12.58 | Compute fractional doses of medicine | 12.12 |
| 12.58 | Administer narcotics | 11.51 |
| 12.61 | Administer an electro-cardiograph | 13.72 |
| 12.63 | Insert vaginal douche | 11.28 |
| 12.64 | Remove nasal pack | 13.30 |

# APPENDIX G

## Core Curriculum

## CORE CURRICULUM

| | | | | |
|---|---|---|---|---|
| Day 1<br>Class: Orientation<br>Role of { Nurse Aide<br>Pract.Nurse<br>Surg. Tech.<br>Personal Hyg.<br>Film: Hope in Peru<br>Filmstrip: Handwashing<br>Demonstration<br>Return<br>Quiz | Day 2<br>Class: Handwashing<br>Film: A Communicable Disease<br>Organization of the hospital<br>Clinic: Guided Tour<br>Quiz Hw: read for Day 3 | Day 3<br>Clinic: Cleaning Utility<br>Linens,Housekeeping<br>Class: Medical Records<br>Kardex<br>Assignment Sheet<br>Property List<br>Worksheet on records<br>Quiz Hw: read for Day 4 | Day 4<br>Class: Film:<br>Balance in Action<br>Filmstrip:<br>Positioning the Patient<br>Demonstration, roleplay<br>Review: Medical Records<br>Clinic: Positioning Pat. in wheelchair, walker<br>Quiz Hw: for Day 5 | Day 5<br>Clinic: Utility Room<br>Linen<br>Positioning Pat.<br>Class: Filmstrip:<br>Asepsis<br>Sterilization<br>Handling Sterile Supplies<br>Demonstration-return<br>Quiz Hw: read for Day6 |
| Day 6<br>Clinic: Utility<br>Housekeeping<br>Sterilization<br>Positioning Patient<br>Class: Terminology<br>Worksheet<br>Quiz Hw: reading for Day 7 | Day 7<br>Clinic: Utility,Linens,<br>Sterilization<br>Class: Instruments<br>handing<br>cleaning<br>storing<br>Worksheet on Terminology<br>Quiz Hw: read for Day 8 | Day 8<br>Clinic: Utility<br>Class: Draping Patient<br>Review: Instruments<br>Assist examination<br>Demonstration<br>Roleplay<br>Quiz Hw: read for Day 9 | Day 9<br>Clinic: Drape Patient<br>Assist Exam.<br>Utility<br>Class: Preoperative care<br>Shaving<br>Quiz Hw: read for Day 10 | Day 10<br>Clinic: Assist Examination<br>Utility<br>Preoperative care<br>Class: Film: Urinary Care<br>Catheter<br>Demonstration<br>Quiz Hw: read for Day 11 |
| Day 11<br>Clinic: Assist Exam.<br>Catheter Care<br>Class: Assist with gowning, gloving, mask<br>Demonstration<br>Roleplay<br>Quiz Hw: Day 12 | Day 12<br>Clinic: Assist Exam.<br>Preoperative Care<br>Catheter Care<br>Class: Alarm Situations<br>First Aid<br>Roleplay<br>Quis | | | |

# APPENDIX H

## List Of Tasks Common to

Surgical Technician
Practical Nurse
Nurse Aide

## Tasks Common To Licensed Practical Nurse, Nurse Aide and Surgical Technician

### Housekeeping

clean utility area
wipe off stands and tables
stock laundry
fold laundry
change soiled linens
dispose of used and soiled linens
collect and return items to central supply
empty, clean containers

### Recording-Reporting, Measuring-Gathering Data

deliver messages
attend unit report
take notes on unit report
receive instructions
count unit supplies
maintain unit supply level
report observations
write reports of incidents
report unusual incidents
verify correct patient
ask questions for clarification
report shortages
report defective equipment to superiors
report defective supplies to superiors
obtain equipment
report treatments to RN
label specimen
request additional supplies
relay messages
hand and carry forms
assist with inventory
assist checking incoming supplies
obtain patient signatures

## Positioning and Transporting Patients

lift the patient
lift the patient to bed, chair or table
transport the patient in wheelchair or carrier
position the patient
assist in restraining the patient
drape the patient for examination
remove the drape from the patient
assist in moving the patient
talk reassuringly to the patient
apply restraints

## Set-Up, Operate, and Service Equipment

empty catheter bag
check drainage tubes
check drainage of catheters
check position of drainage tube and catheter

# APPENDIX I

## Tasks Grouped
## By
## Areas Of Knowledge

## AREAS OF KNOWLEDGE WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS:

**Knowledge of the organization and supply sources of the hospital**

Report Defective Equipment

Report Defective Supplies

Request Additional Supplies

Report Shortages

Hand - Carry Forms

Transport Patient in Wheelchair/Carrier

Stock Laundry

Relay Messages

Collect/Return Items to Central Supply

Maintain Unit Supply Level

Arrange Linens on Linen Table

Obtain Equipment

**Knowledge of asepsis**

Sterilize Instruments

Check Instruments

Clean Instruments

Hold and Hand Instruments

Wash and Scrub Hands

Assisting - Gloving & Gowning

Assist Removing Gloves & Gown

Obtain Sterile Instruments Packs

Soak Contaminated Instruments

Clean Contaminated Instruments

Shave Operative Area

Clean Utility Area

Assist with Preoperative Care

**Knowledge of the mechanical structure of the human body**

Position Patient

Restrain Patient

Apply Restraints

Preoperative Care

Lift Patient

Lift Patient to Bed, Chair or Table

Transport Patient in Wheelchair

Assist in Moving Patient

## AREAS OF KNOWLEDGE WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS:

Knowledge of terminology: supplies, equipment, treatments, positions

Attend Unit Report
Take Notes on Unit Report
Ask Questions for Clarification
Receive Instructions
Report Unusual Incidents
Report Observations
Report Shortages
Count Unit Supplies
Position the Patient
Drape the Patient
Remove Drape from Patient
Report Treatments to RN
Write Reports of Incidents
Verify Correct Patient and Order
Label Specimen
Verify Correct Patient
Assist in Moving Patient
Assist in Restraining Patient
Apply Binders
Check Flow of IV
Sterilize Instruments
Hold and Hand Instruments
Arrange Instruments
Check Instruments
Report Defective Equipment
Report Defective Supplies
Obtain Sterile Instrument Packs
Obtain Equipment
Request Additional Supplies/Assist Inventory

Knowledge of function and/or operation of equipment

Restrain Patient
Apply Restraints
Check Flow of IV
Empty Catheter Bag
Assist in Restraining Patient
Check Drainage Tubes
Apply Binders
Arrange Instruments
Hold and Hand Instruments
Check Instruments
Assist in Moving Patient
Lift Patient to Bed, Chair or Table
Transport Patient in Wheelchair/Carr.
Check Catheter
Connect new Drain, Tube and Catheter
Check Drainage of Catheter
Apply Restraints
Arrange Linens on Linen Table
Shave Operative Area

Knowledge of established procedures (not patient care)

Attend Unit Report
Take Notes on Unit Report
Ask Questions for Clarification
Receive Instructions
Clean Utility Area
Stock Laundry
Fold Laundry
Change Soiled Linens
Dispose of Used, Soiled Linen
Empty and Clean Containers
Wipe off Stands and Tables
Count Unit Supplies
Assist Inventory
Maintain Unit Supply Level
Assist Checking Incoming Supplies
Request Additional Supplies
Collect & Return Items to Central Sup
Assist with Gloving and Gowning
Assist Removing Gloves and Gown

# APPENDIX J

## Tasks Grouped

## By

## Areas of Skills

## AREAS OF SKILLS WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS:

### Handling Instruments-Operating Equipment

- Arrange Instruments
- Hand Instruments
- Gloves - Gowns
- Clean Instruments
- Prepare Dressing
- Change Linen
- Transport the Patient in Wheelchair or Carrier

- Empty, Clean Containers
- Apply Restraints
- Sterilize Instruments
- Assist Applying Dressing
- Prepare Instrument Packs
- Obtain Sterile Instrument Packs
- Provide Emergency Equipment
- Check Drainage Tube, Catheter
- Check IV
- Empty Catheter Bag
- Arrange Linens on Linen Table
- Check Instruments
- Soak Contaminated Instruments
- Check Position of Drainage Tube and Catheter

- Connect new Drainage Tube, Catheter

### **Caring** and Treating of Patient

- Drape the Patient
- Shave Operative Area
- Assist with Preoperative Care
- Moving Patient
- Assist in Moving the Patient
- Moving Own Body
- Assist in Restraining the Patient
- Restrain Patient
- Apply Restraints
- Talk Reassuringly to Patient
- Lift Patient
- Lift the Patient to Bed, Chair or Table
- Position Patient
- Tell Patient of Procedure Intent
- Transport Patient in Wheelchair or Carrier

- Check for Bleeding
- Wash and Scrub Hands
- Assist with Gloving and Gowning
- Remove Drape from Patient
- Assist with Removing Gloves and Gown
- Ask Questions for Clarification
- Obtain Patient Signatures
- Apply Binders

### Using Cleaning Materials

- Clean Stands, Tables (Utility)

- Clean Utility Area

- Empty, Clean Containers

## AREAS OF SKILLS WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS:

### Writing - Reading

- Verify Patient - Order
- Label Specimen
- Deliver Specimen
- Relay Messages
- Deliver Messages
- Transfer Patient
- Carry Forms to Station
- Assist Inventory
- Report Treatments
- Take Notes on Unit Report
- Report Observations
- Report Unusual Incidents
- Write Reports of Incidents
- Receive Instructions
- Request Additional Supplies

### Counting

- Sponges, Check-count
- Report Shortages
- Check Supplies
- Stock, Check Laundry
- Ask Questions for Clarification
- Count Unit Supplies
- Maintain Unit Supply Level
- Assist Checking Incoming Supplies
- Assist with Inventory

### Using Proper Terminology

- Attend Unit Report
- Receive Instructions
- Report Unusual Happenings
- Label Specimen
- Prepare Specimen Reports
- Report Shortages
- Report Treatments
- Report Observations
- Report Defective Equipment to Superiors

- Report Defective Supplies
- Obtain Equipment
- Collect and Return Items to Central Supply

- Maintain Unit Supply Level
- Ask Questions for Clarification
- Request Additional Supplies
- Assist with Inventory
- Assist Checking Incoming Supplie
- Arrange Linens on Linen Table

# APPENDIX K

## Tasks Grouped
By
Areas Of Attitude

## AREAS OF ATTITUDES WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS:

**Adherence to Asepsis**

Wash, Scrub Hands

Glove and Gown

Assist with Gloving & Gowning

Soak Contaminated Instruments

Clean Instruments

Clean Equipment

Change Soiled Linens

Shave Operative Area

Empty, Clean Containers

Clean Utility (Stands, Tables)

Sterilize Instruments

Empty Catheter Bag

Assist with Preoperative Care

Hold and Hand Instruments

Dispose of Used and Soiled Linens

Connect New Drainage Tube and Catheter

[illegible] Gloves and Gown

**Alertness**

Anticipate Doctor's or Surgeon's Need

Hand Instruments

Report Defective Equipment/Supplies

Attend Unit Report

Receive Instructions

Report Unusual Happenings

Assist with Applying Dressings

Check Drainage Tube, Catheter

Check IV

Report Observations

Write Reports of Incidents

Ask Questions for Clarifications

Relay Messages

Report Shortages

**Accuracy**

Wipe off Stands & Tables
Clean Utility Area
Wash, Scrub Hands
Glove and Gown
Empty and Clean Containers
Arrange Instruments
Arrange Linens on Linen Table
Obtain Sterile Instrument Packs
Label Specimens
Write Report of Incidents
Obtain Equipment
Obtain Sterile Dressing Packs
Prepare Specimen Reports
Relay Messages
Deliver Messages
Shave Operative Area
Verify Correct Patient
Patient Transfer
Assist with Inventory
Assist Checking Incoming Supplies
Verify (Patient and Order, Etc.)
Obtain Patient Signature
Count (Sponges, Unit Supply)
Check IV
Stock Laundry
Change Soiled Linens
Report Treatments
Report Unusual Incidents
Take Notes on Unit Report

AREAS OF ATTITUDES WHICH ARE NECESSARY FOR PERFORMANCE OF THE FOLLOWING TASKS: cont'd.

**Responsibility**

Arrange Instruments
Check Instruments
Verify Correct Patient
Request Additional Supplies
Report Shortages
Assist in Moving Patient
Restrain Patient
Assist in Restraining Patient
Assist in Positioning Patient
Take Forms to Station
Deliver Messages
Transport Patient (Wheelchair/Carriage)
Lift the Patient
Lift Patient to Bed, Chair, or Table
Collect & Return Items to Central Supply
Check Drainage Tubes, Catheter
Check Flow of IV
Maintain Unit Supply Level
Arrange Linens on Linen Table
Check Positions of Drain Tube/Catheter
Report Defective Equipment & Supplied
Apply Restraints
Connect New Drainage Tubes
Apply Binders

**Tact**

Draping Patient

Remove Drape

Shave Operative Area

Assist in Moving the Patient

Restrain Patient

Assist in Restraining Patient

Talk Reassuringly to Patient

Tell Patient of Procedure Intent

Assist Preoperative Care

Position the Patient

Lift the Patient

Obtain Patient Signatures

# APPENDIX L

## Time Schedule In-Service Seminar

## PITTSBURGH PUBLIC SCHOOLS
## DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

### IN-SERVICE SEMINAR TIME SCHEDULE

Nurses Residence
Allegheny General Hospital
319 Hemlock Street

Session I — May 27, 1967 — 9:00 a.m. to 12:00 noon

Curriculum

A. Philosophy
B. How to develop a curriculum rationale

Session II — June 3, 1967 — 9:00 a.m. to 12:00 noon

Educational Objectives

A. The value of stating terminal objectives
B. The implications of objectives for learning
C. How to write educational objectives
D. Evaluation of educational objectives

Session III — June 10, 1967 — 9:00 a.m. to 12:00 noon

Sociology of Student Body (Adult)

A. Assessment of student environment - disadvantaged, urbanized
B. Assessment of student attitudes - self, job, and school

Session IV — June 17, 1967 — 9:00 a.m. to 4:00 p.m.

Principles of Learning

A. Theories
B. Methods and techniques
C. Teaching aids

# APPENDIX M

## Questionnaire For In-Service Workshop
## For
## Teachers

Date____________________ Research Office

## QUESTIONNAIRE FOR IN-SERVICE WORKSHOP FOR TEACHERS

To the teacher: Please do NOT sign your name to this sheet. Be as frank as possible in your replies, as it is only by such honest respones that the goals of this evaluation will be fulfilled. After completing the questionnairie, place it in the envelope, seal the envelope, and deposit it in the box before you leave.

Subject field______________________________________________ Male____ Female____

Below are some statements about this workshop. Following each statement are four response choices. By placing a check in the appropriate space you can express the degree to which you agree or disagree with each item. THERE ARE NO RIGHT OR WRONG ANSWERS! Please indicate your agreement or disagreement with each item:

1. Frequently the level at which the material of this workshop was presented was much too difficult for me.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

2. This workshop was worth the time and effort it required.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

3. Most new teachers in my field could profit by taking a workshop like this one.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

4. While the material covered in this workshop is good to know, it has little to do with being a teacher in my field.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

5. Certain topics in this workshop would not be missed if they were left out.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

6. More time should be devoted to covering the material of this workshop.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

7. While the content of this workshop was not difficult, the instructors tended to make it so, i.e., they unnecessarily complicated the workshop.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

8. Workshops such as this one are actually an investment in one's future.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

9. Time spent on this workshop could have better been devoted to some other activity.
   ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

10. By and large, those who conducted the workshop made the content as easy to understand as possible.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

11. The quality of this workshop left something to be desired.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

Subject field____________________ Male________ Female________

12. This workshop offered a convenient way of getting material that could have been obtained through other methods.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

13. Most of the material covered in this workshop was already known to me.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

14. This workshop is essential to the teacher who wants to fulfill his obligation to his profession and to his pupils.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

15. There are many ways in which this workshop could have been improved.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

16. This workshop will be helpful to me in my everyday work.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

17. If a similar workshop were to be offered again, I would give up a Saturday morning to attend.
    ( ) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree

---

Everyone who participates in an in-service workshop has certain expectations concerning it and what he expects to get out of it. Think back to the time when you were first aware that you would attend this workshop, and try to recall what you expected to get out of it.

What aspects of the workshop do you think were particularly well covered? (Be specific)

What aspects of the workshop do you feel were inadequately covered? (Be specific)

What topics covered in this workshop do you think will be most useful to you in your own classroom?

# APPENDIX N

## Evaluation Of In-Service Training

## By

## Participants

## QUESTIONNAIRE FOR IN-SERVICE WORKSHOP FOR TEACHERS

| | %AGREE | %DISAGREE |
|---|---|---|
| 1. Frequently the level at which the material of this workshop was presented was much too difficult for me. | 7.4 | 92.6 |
| 2. This workshop was worth the time and effort it required. | 96.1 | 3.9 |
| 3. Most new teachers in my field could profit by taking a workshop like this one. | 96.1 | 3.9 |
| 4. While the material covered in this workshop is good to know, it has little to do with being a teacher in my field. | 7.4 | 92.6 |
| 5. Certain topics in this workshop would not be missed if they were left out. | 37.1 | 62.9 |
| 6. More time should be devoted to covering the material of this workshop. | 55.6 | 44.4 |
| 7. While the content of this workshop was not difficult, the instructors tended to make it so, i.e., they unnecessarily complicated the workshop. | 3.7 | 96.3 |
| 8. Workshops such as this one are actually an investment in one's future. | 92.6 | 7.4 |
| 9. Time spent on this workshop could have better been devoted to some other activity. | 11.1 | 88.9 |
| 10. By and large, those who conducted the workshop made the content as easy to understand as possible. | 96.3 | 3.7 |
| 11. The quality of this workshop left something to be desired. | 11.1 | 88.9 |
| 12. This workshop offered a convenient way of getting material that could have been obtained through other methods. | 81.5 | 18.5 |
| 13. Most of the material covered in this workshop was already known to me. | 44.4 | 55.6 |
| 14. This workshop is essential to the teacher who wants to fulfill his obligation to his profession and to his pupils. | 85.2 | 14.8 |
| 15. There are many ways in which this workshop could have been improved. | 50.0 | 50.0 |
| 16. This workshop will be helpful to me in my everyday work. | 92.6 | 7.4 |
| 17. If a similar workshop were to be offered again, I would give up a Saturday morning to attend. | 92.3 | 7.7 |

# APPENDIX O

## Quizzes

QUIZ 1

NAME________________________________ SCORE______

## ASEPSIS

Put an X in the box for every correct statement

☐ Asepsis is the medical term used to indicate the absence of disease producing micro-organisms.

☐ No micro-organisms are beneficial to man.

☐ The human eye can see micro-organisms with the aid of a microscope.

☐ Some types of organisms can move under their own power and invade new areas.

☐ Micro-organisms can grow in water, milk, foods, and on internal and external body areas.

☐ The harmful type of micro-organisms are called pathogens.

☐ Diseases that can spread from one person to another are called communicable.

☐ If you do not have a disease you cannot be a carrier of the disease.

☐ You can help to prevent the spread of disease by keeping yourself and your uniform clean.

QUIZ 2

NAME________________________________ SCORE______

## ASEPSIS

### Handwashing

Put an X in the box for every correct statement

☐ Since disease and infection are spread so easily the nurse aide should wash her hands before going to each patient.

☐ A foot controlled sink provides a more aseptic method for handwashing than the hand operated sink.

☐ When washing hands at a hand operated sink the faucet should be turned off with a clean paper towel so that your hands do not come in contact with the sink or faucet.

☐ The water should be turned on and off several times during the handwashing procedure.

☐ The hands should always be kept lower than the elbows when washing them.

☐ If you touch the side of the sink, the handwashing procedure must be started all over again.

☐ The lathering and rinsing of the hands should take about 30 seconds.

☐ Three minutes of handwashing are required if your hands touch pus, blood or excrement.

QUIZ 3

NAME________________________ SCORE_______

## BEDMAKING

### Unoccupied Bed

☐ A small wrinkle in a patient's bed can cause bed sores.

☐ When the bottom sheet is placed on the bed the hem should be even with the bottom of the mattress.

☐ Hospital corners, square corners, and miter corners are all names for the same kind of fold.

☐ Hospital corners are made at the head of the bed with the bottom sheet, and at the foot of the bed with the top sheet.

☐ A draw sheet is a sheet folded in half lengthwise.

☐ The draw sheet is started across the bed about 12 inches from the head of the bed.

☐ A rubber sheet is sometimes placed inside the folded draw sheet.

☐ A pleat is never made in the middle of the top sheet to leave room for the patient's feet.

☐ The blanket and the bedspread are started 24 inches from the head of the bed.

☐ To put a pillow case on a pillow, the case is first turned inside-out over your arm.

QUIZ 4

NAME________________________________ SCORE______

## FEEDING

Put an X in the box for every correct statement

☐ The patient should be encouraged to feed himself if possible.

☐ The nurse aide should check the orders to see what diet her patients are on.

☐ The input contained on the food tray is counted by the nurse aide and put on the intake-output record.

☐ The patient's hands should not be washed before meals.

☐ The location of food on a blind person's plate should be described by comparing the plate to a clock.

☐ The patient's teeth should be brushed after every meal.

☐ The dietary department is interested in the comments the patients make about the food.

☐ Some patients will be encouraged to eat between meals.

☐ The nurse aide is allowed to substitute items of food on the patient's tray.

☐ The nurse aide should observe and report patients who do not take any liquids.

QUIZ 5

NAME________________________________ SCORE_____

## MEDICAL RECORDS

Put an X in the box for every correct statement

☐ The first step in giving proper treatment to a patient is reading the order accurately.

☐ The unit report is the end of the month report of unit activities.

☐ When you make a mistake in recording, you are not allowed to erase.

☐ Observations from your note pad are transferred to the patient's record by the nurse.

☐ The patient's life can depend on the accuracy of your notes.

Put a check on the line if the names are the same.

| | | |
|---|---|---|
| Robert J. Smith | _____ | Robert J. Smith |
| Janet R. Brown | _____ | Janice R. Brown |
| William H. Lance | _____ | William H. Lence |
| Warren J. Friel | _____ | Warren J. Fried |
| Thomas A. Green | _____ | Thomas A. Greene |

Match the abbreviations

| | | |
|---|---|---|
| 1. bid. | _____ | by mouth |
| 2. aq. | _____ | dram |
| 3. cap. | _____ | every hour |
| 4. dr. | _____ | twice a day |
| 5. amt. | _____ | capsule |
| 6. p. o. | _____ | four times a day |
| 7. t. i. d. | _____ | amount |
| 8. tsp. | _____ | water |
| 9. tab. | _____ | three times a day |
| 10. o. m. | _____ | teaspoon |
| 11. q. h. | _____ | tablet |
| 12. q. i. d. | _____ | every morning |

Select the proper order of steps in giving care to a patient. Select one : A, B, C, or D.

☐ A

1. Locate proper patient
2. Read orders
3. Render service
4. Enter on Patient Record

☐ B

1. Read orders
2. Locate proper patient
3. Render service
4. Enter on Patient Record

☐ C

1. Locate proper patient
2. Read orders
3. Enter on record
4. Render service

☐ D

1. Read orders
2. Enter on Patient Record
3. Locate proper patient
4. Render service

QUIZ 6

SCORE______

NAME________________________________

## CARE OF UNIT EQUIPMENT

Put an X in the box for every correct statement.

☐ Articles such as glassware and syringes are washed in warm soapy water before sterilizing.

☐ Glass may be sterilized by autoclaving or boiling for ten minutes.

☐ Instruments with cutting edges are sterilized in an autoclave.

☐ Some syringes have a serial number on each part so that the matched parts can be assembled.

☐ If a syringe is not taken apart soon after use, the parts may stick together.

☐ Hot water bottles and ice bags are dried by hanging them upside down.

☐ When the bag is dry the cap is replaced for storage.

☐ Allowing a little air to enter the bag before the cap is put on keeps the sides of the bag separated during storage.

☐ Instruments are scrubbed with a stiff brush during the cleaning process.

☐ In many hospitals articles are returned to central supply for sterilizing.

☐ Catheters are washed by forcing warm soapy water through the tube.

☐ Soap that is allowed to dry on rubber goods can cause the rubber to deteriorate.

☐ Scouring powder should not be used on rubber articles.

☐ The water sterilizer should be cleaned and filled with clean water each day.

QUIZ 6
(2)

☐ Scouring powder and steel wool may be used to clean the inside of the water sterilizer.

☐ Linens returned to the unit from central supply are stacked and stored by central supply workers.

☐ Linens are stacked with the folds to the front.

☐ All utensils from the bedside stand are taken to the utility room for washing and sterilization.

☐ The head half of the bed is washed before the bottom half.

☐ When preparing a unit for a new patient, the bed is stripped including the mattress cover.

NAME________________________________ SCORE__________

QUIZ 7

## PATIENT HYGIENE

### Oral Hygiene

Put an X in the box for every correct statement

☐ Oral hygiene should be completed before the bed bath.

☐ Oral hygiene, care of the mouth, should be done at least twice a day.

☐ An emesis basin should be used when giving oral hygiene.

☐ Brushing of the teeth should be done with a slight turning motion of the wrist, with the brush stroke starting at the gum and moving toward the edge of the teeth.

☐ Dental floss is used to remove food that the brush did not remove from between the teeth.

☐ Denture plates and removable bridges should be removed before giving oral hygiene.

☐ A patient who is too ill to sit should be turned on his side with his head on the pillow for oral hygiene.

☐ Oral hygiene for the unconscious patient is given by holding the patient's tongue down with a depressor and cleaning the mouth with an applicator dipped in mouthwash.

QUIZ 7 (2)
NAME________________________________ SCORE_______

## PATIENT HYGIENE

### Bed Bath

Put an X in the box for every correct statement

☐ The bed bath not only cleans the patient, but is a mild form of exercise that aids the circulation of the blood.

☐ Before starting the bed bath the patient should be asked if he needs a bedpan or urinal.

☐ After the blanket is placed over the top sheet, the top sheet is pulled out from the top.

☐ A bath towel is used under the arms and legs when they are washed to keep the bed dry.

☐ The patient's hands and feet are washed by placing them in a wash basin.

☐ During the bed bath the patient should be kept covered with the bed blanket and towel except where you are washing.

☐ The patient's nails should be cleaned with an orange stick.

☐ During the bed bath the nurse aide should be careful to observe the patient for any signs of redness or swelling.

☐ Before combing the patient's hair a towel should be spread under the patient's head.

NAME____________________ SCORE

QUIZ 7
(3)

# PATIENT HYGIENE

## Back Rub

Put an X in the box for every correct statement

☐ The back rub is a gentle massage to relax muscles and stimulate blood circulation.

☐ The back rub should be given at least four times a day for about three to five minutes.

☐ The back rub helps to prevent bed sores (decubitus ulcers).

☐ Alcohol or lotion can be used for the back rub.

☐ Before starting the back rub your hands and the solution should be warmed.

☐ The heels of your palms are used for the long strokes of the back rub.

NAME________________________________ SCORE_______

QUIZ 8

## BEDMAKING

### Occupied Bed

Put an X in the box for every correct statement

☐ When making an occupied bed, good safety practice requires you to raise the bed rail on the side of the bed away from your working position.

☐ One of the first steps in occupied bedmaking is to turn the patient on his side with his back towards you.

☐ After the soiled linens are folded in the center of the bed, the patient is rolled over them to the other side of the bed.

☐ The postoperative bed is also called the recovery bed.

☐ Two rubber sheets are used in making a postoperative bed.

☐ The postoperative bed is never made with blankets.

☐ The top sheet and covers of the postoperative bed are not tucked in but fan-folded along one side of the bed when it is made.

☐ Side rails, and an intravenous pole are attached to a postoperative bed.

QUIZ 9

NAME________________________________ SCORE________

## BEDPAN

Put an X in the box for every correct statement

☐ A bedpan should be warmed before it is placed under the patient.

☐ Talcum powder is used around the top of the bedpan to keep the patient from sticking to the bedpan.

☐ The wide smooth low end of the bedpan is placed toward the head of the patient.

☐ The doctor's orders may allow you to raise the head of the bed to place the patient in a sitting position on the bedpan.

☐ When a patient is ill, the nurse aide should stay near a patient who is on a bedpan.

☐ The two methods of placing a patient on a bedpan are lifting and rolling.

☐ One method of helping a patient off a bedpan requires the nurse aide to lift with one arm under the patient's back and remove the bedpan with the other hand.

☐ The urinal used for the male bed patient looks something like a small pitcher.

QUIZ 10

NAME________________________________ SCORE__________

## ASEPSIS

### Sterilization

Put an X in the box for every correct statement

☐ The three most common methods of sterilizing equipment are hot water, pressurized steam, and hot air.

☐ Glassware and rubber articles are wrapped in gauze for sterilization in a water sterilizer.

☐ Rubber articles and small articles are sterilized for ten minutes in a water sterilizer.

☐ Large articles like basins, cans, and pitchers must be sterilized for 20 minutes in the water sterilizer.

☐ Rubber articles should not be mixed with pitchers for sterilization.

☐ Sterile packages are held on the open hand and the top flap is opened toward the body.

☐ Articles are removed from a sterile container with forceps.

☐ Forceps can become contaminated by touching the sides or rim of a sterile solution container.

☐ Forceps are closed when being placed in the sterile solution and opened when the forceps are in the solution.

☐ When using forceps the handle should always be kept above the prong ends.

☐ When the cap of a sterile bottle is removed, it should not be laid on a counter or table, but held with the top up.

☐ When there is even the slightest possibility that an article has been contaminated it should be replaced.

QUIZ 11

NAME_____________________________________ SCORE________

# POSITIONING

Put an X in the box for every correct statement

☐ When you have to lift or move a heavy patient, you should ask for help.

☐ A good rule to remember when lifting patients is--"Bend your knees, and not your back."

☐ When you move a patient away from you, the bed rail on the other side must be up.

☐ It takes at least two people to move a patient with a lifting sheet.

☐ The rolled edge of a lifting sheet should be rolled close to the patient's body for better control and easier lifting.

☐ The draw sheet can be used as a lifting sheet.

☐ The lifting sheet can be used to either roll or slide the patient to a new position.

☐ Moving a patient is usually easier when the patient understands what you plan to do.

☐ When turning a patient without a lifting sheet, one of the patient's legs is crossed over the other in the direction of the turn.

☐ Turning the patient is easier when his arms are folded across his chest.

QUIZ 11
(2)

Put an X in the box for every correct statement

☐ Dangling is a mild form of exercise, and is usually ordered by the doctor for patients after an operation.

☐ When a patient is seated on the edge of the bed and supported by another person, the position is called the dangling position.

☐ One of the first steps in dangling a patient is to crank up the bed to a 3/4 position.

☐ When you lift a person from the lying to the sitting position, you should pivot your feet toward the foot of the bed as you lift.

☐ To support the patient in the dangling position stand on the patient's right side.

☐ One of the dangers when exercising a patient is that he may become dizzy or faint.

☐ When placing a patient in a walker or wheelchair, lock the wheels or angle it into the bed.

☐ Always help the patient from the walker back into bed, even if he wants to do it alone.

QUIZ 12

NAME______________________________ SCORE__________

## ENEMA

Put an X in the box for every correct statement

☐ The cleansing enema is an injection of water or solution into the large intestine.

☐ An enema is used to help the patient to have a bowel movement.

☐ An enema may be given by a nurse aide upon the direction of a nurse or doctor.

☐ The temperature of the enema solution should be about 150°

☐ The clamp on the irrigating can should be in the closed position when the solution is poured into it.

☐ A rubber sheet and a treatment sheet are placed under the patient before an enema is administered.

For the Sims position:

- ☐ the patient is placed on his left side
- ☐ the right knee is drawn up
- ☐ the left hand is behind the back

☐ If the irrigating can is held higher than 18 inches above the patient, the water pressure could damage the large intestine.

☐ The tip of the rectal tube should not be lubricated with lubricating jelly.

☐ If the patient complains of pain during the enema, the flow of the solution should be slowed or stopped for a minute or two.

QUIZ 12
(2)

**Put an X in the box for every correct statement**

☐ **During an enema, breathing through the mouth heavily should make the patient more comfortable.**

☐ **Patients should be encouraged to hold the enema solution for 4 to 5 minutes.**

QUIZ 13

NAME________________________________ SCORE________

## TEMPERATURE, PULSE AND RESPIRATION

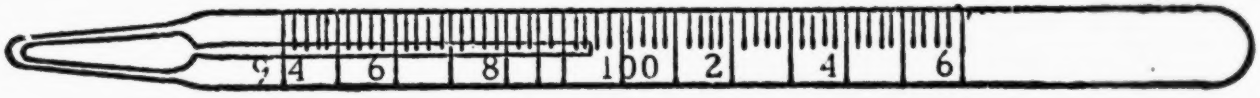
Put an X in the box for every correct statement

☐ The vital signs are Temperature, Pulse and Respiration, and are abbreviated as TPR.

☐ TPR are usually measured every four hours.

☐ The oral thermometer can also be used for taking the axillary (under arm) temperature.

☐ The rectal thermometer has a round bulb end, and is used only for rectal temperature taking.



☐ The thermometer shown above is a rectal type thermometer.

☐ The temperature shown above is 99.5°.

☐ The stem end of the thermometer above is the round end.

☐ The neck of a thermometer keeps the mercury from returning to the bulb until it is shaken down.

☐ When taking an oral temperature the thermometer is placed under the tongue for three minutes.

☐ When taking an axillary temperature the time count is for 10 minutes.

☐ When taking a rectal temperature the time count is for 3 minutes.

Put an X in the box for each correct statement.

☐ Before taking a temperature the thermometer should always be checked to make sure the reading is below 92 degrees.

☐ Rectal and oral thermometers can be soaked and cleaned together.

☐ Thermometers must soak in the disinfectant for ten minutes during the cleaning process.

☐ Warm or hot water that would not be uncomfortable on your hands could break a thermometer.

☐ Thermometers are always rinsed in cool water.

☐ Respiration is the number of breaths taken in one minute.

☐ If a patient knows you are counting his respiration he could control his rate of breathing.

☐ If the respiration rate is less than 14 or more than 28 per minute, you should report this to your supervisor at once.

☐ Pulse and respiration are usually taken during the time you are taking the temperature.

☐ You should report at once to your nurse any pulse that is below 60 or above 100 beats per minute.

☐ A weak or irregular pulse must be reported to your nurse immediately.

☐ After taking the pulse you should leave your hand on the patient's wrist while counting the respiration.

☐ Never use your thumb to press the artery when taking a pulse.

QUIZ 14

NAME________________________ SCORE______

## ALARM SITUATIONS

Put an X in the box for every correct statement

Quick action is necessary in an alarm situation.

Check items below that may indicate an alarm situation:

☐ Change in appearance
☐ Change in behavior
☐ Pain
☐ Change in blood pressure
☐ Change in pulse
☐ Change in temperature
☐ Shivering
☐ Bleeding (unexpected)

☐ Blood in the patient's urine and stool could indicate an alarm situation.

If the oxygen supply is cut off the nurse aide should:

☐ Call the nurse to restore the oxygen.
☐ Restore the oxygen and report it to the nurse.

QUIZ 15

NAME____________________________________ SCORE__________

## HOT AND COLD APPLICATIONS

Put an X in the box for every correct statement

☐ Cold applications are applied to help reduce swelling and pain.

☐ Cold applications contract the blood vessels and can be used to help stop bleeding.

☐ Fever can be reduced by the use of cold applications.

☐ Cold applications left in position for a long time can cause skin tissue to die from lack of blood.

☐ The nurse aide must check with the nurse supervisor before applying hot or cold compresses.

☐ More blood is circulated in an area when cold is applied.

☐ Faster healing takes place when blood circulation is improved by heat applications.

☐ Excessive heat can cause swelling.

☐ The hot water bottle and the heat lamp are two examples of the dry heat methods.

☐ Hot compresses and hot soaks are two moist heat methods.

☐ Hot applications as well as cold can be used to reduce pain.

☐ The safe temperature for hot applications depends on the age of the patient.

QUIZ 15
(2)

Put an X in the box for every correct statement

☐ Hot water bottles are usually filled with 90° water.

☐ After drying the water bottle, it is placed in a flannel cover before being applied to the patient.

☐ When using a heat lamp, the patient's eyes should be covered with dark glasses or damp compresses.

☐ A heat lamp should be moved to a position that will keep the patient's skin temperature above 110°

☐ A bath thermometer is used to measure the skin temperature.

☐ An oral or rectal thermometer could be broken by the heat of a sun lamp.

☐ Only the area being treated should be exposed to the rays of the heat lamp.

☐ The water temperature for hot soaks is 110°.

☐ Compresses are dipped in 110° water and the excess water is squeezed out before being applied.

☐ Hot compresses are covered with a plastic sheet and towel to retain the heat.

# SITZ BATH

Put an X in the box for every correct statement

☐ The water temperature for a sitz bath can range from 55° to 105°.

☐ The water temperature is always checked by using your elbow .

☐ A heavy bath towel is often used under the patient to allow the water to circulate under the patient.

☐ More warm water is added when needed to keep the water temperature constant.

☐ The patient will be weaker after the bath because the hot water drains the strength from the patient.

NAME________________________ SCORE__________

## ASEPSIS

### Isolation

Put an X in the box for every correct statement

☐ A patient is not kept in isolation unless he has a serious communicable disease.

☐ Face masks worn while caring for an isolation patient should be changed every hour, or as soon as they become wet.

☐ After the gown used for an isolation patient is used, it can be kept with the soiled linens from the other wards.

☐ The dishes from an isolation unit should be washed and sterilized.

QUIZ 15

NAME________________________________ SCORE__________

## HOT AND COLD APPLICATIONS

Put an X in the box for every correct statement

☐ Cold applications are applied to help reduce swelling and pain.

☐ Cold applications contract the blood vessels and can be used to help stop bleeding.

☐ Fever can be reduced by the use of cold applications.

☐ Cold applications left in position for a long time can cause skin tissue to die from lack of blood.

☐ The nurse aide must check with the nurse supervisor before applying hot or cold compresses.

☐ More blood is circulated in an area when cold is applied.

☐ Faster healing takes place when blood circulation is improved by heat applications.

☐ Excessive heat can cause swelling.

☐ The hot water bottle and the heat lamp are two examples of the dry heat methods.

☐ Hot compresses and hot soaks are two moist heat methods.

☐ Hot applications as well as cold can be used to reduce pain.

☐ The safe temperature for hot applications depends on the age of the patient.

Put an X in the box for every correct statement

☐ Hot water bottles are usually filled with 90° water.

☐ After drying the water bottle, it is placed in a flannel cover before being applied to the patient.

☐ When using a heat lamp, the patient's eyes should be covered with dark glasses or damp compresses.

☐ A heat lamp should be moved to a position that will keep the patient's skin temperature above 110°

☐ A bath thermometer is used to measure the skin temperature.

☐ An oral or rectal thermometer could be broken by the heat of a sun lamp.

☐ Only the area being treated should be exposed to the rays of the heat lamp.

☐ The water temperature for hot soaks is 110°.

☐ Compresses are dipped in 110° water and the excess water is squeezed out before being applied.

☐ Hot compresses are covered with a plastic sheet and towel to retain the heat.

QUIZ 15
(3)

# SITZ BATH

**Put an X in the box for every correct statement**

☐ **The water temperature for a sitz bath can range from 55° to 105°.**

☐ **The water temperature is always checked by using your elbow.**

☐ **A heavy bath towel is often used under the patient to allow the water to circulate under the patient.**

☐ **More warm water is added when needed to keep the water temperature constant.**

☐ **The patient will be weaker after the bath because the hot water drains the strength from the patient.**

QUIZ 16

NAME________________________________ SCORE_______

## ADMISSION AND DISCHARGE

Put an X in the box for every correct statement

☐ While helping a newly admitted patient to undress, you should check for bruises and sores.

☐ When you take a patient to his room you should introduce him to his roommate.

☐ A patient who brings medicine to the hospital should keep it in the bedside stand.

☐ When preparing a room for the patient, you should fanfold the top linens to the foot of the bed.

☐ Cash and other valuables in the patient's possession should be sent home if possible.

☐ Valuables may be kept in the hospital safe if they are inventoried and receipt forms completed.

☐ When a patient is being discharged most hospital regulations require the patient to be taken to the exit in a wheelchair whether he needs it or not.

QUIZ 17

NAME________________________ SCORE________

## BANDAGING

Put an X in the box for every correct statement

☐ A binder is a type of bandage.

Bandages and binders are used:

- ☐ to immobolize a part of the body.
- ☐ to cover or support areas of the body.
- ☐ to reduce swelling.
- ☐ to correct a deformity.
- ☐ to secure a limb to a splint.
- ☐ to hold a dressing in place.

☐ Bandages are made from flannel, muslin, linen, and elastic materials.

Elastic bandages:

- ☐ are used for firm support.
- ☐ for preventing swelling.
- ☐ are not reusable.

☐ Arm supports are usually made from a triangular binder.

☐ Areas to be bandages should be clean and dry.

QUIZ 17
(2)

Put an X in the box for every correct statement

☐ Arms and legs are bandaged toward the trunk.

☐ After bandaging, the part should always be observed carefully for signs of swelling.

☐ Swelling after bandaging may indicate the circulation has been cut off by the tight bandage.

☐ Blood flow is reduced by tight bandages and slow down the healing process.

☐ Bony areas and hollow areas are padded before a binder is applied to maintain equal pressure.

☐ A sling for the right arm is placed on the chest and the upper point of the triangle placed over the right shoulder.

☐ When an arm or leg are wrapped they should be placed in a normal position.

☐ Roller bandages are used more than any other type of bandage.

☐ When a roller bandage is being applied the outer side of the roll is placed against the patient's skin.

☐ Roller bandages are usually removed from the patient by cutting the bandages with bandage scissors on the side away from the wound.

☐ Elastic bandages are removed by unwrapping.

QUIZ 17
(3)

Put an X in the box for every correct statement

Triangular binders can be used for:

☐ slings

☐ mittens

☐ bandaging shoulders

☐ bandaging heads

☐ bandaging hips

☐ Straight binders are used for chest and abdomen.

QUIZ 18

NAME________________________________ SCORE_______

## PREOPERATIVE AND POSTOPERATIVE CARE

Put an X in the box for every correct statement

☐ Preparations before surgery are called preoperative preparations.

☐ Special care given after the operation is called postoperative care.

☐ The purpose of preoperative care is to make the patient as clean as possible to prevent infection.

☐ The water used for shaving the patient should be about 115°.

☐ Hair must be removed in an operative area because it cannot be sterilized.

☐ After shaving, the area should be washed with water and then cleaned with an alcohol sponge.

☐ Before the patient is moved to the operating room area, the patient's name tag must be checked against the operating room attendant 's orders.

☐ After an operation, the patient's pulse and respiration must be checked every 15 minutes.

☐ After an operation, the surgical dressing should be checked every ten minutes for bleeding.

☐ Bleeding from a surgical dressing could be an alarm situation.

Put an X in the box for every correct statement

☐ Postoperative patients are not permitted to drink water until the physician orders it.

☐ When the fluid in the intravenous container is 1/4 full, the nurse should be notified.

# APPENDIX P

## Three Tests

# NURSE AIDE TEST NO. I

NAME________________________________ DATE______________

## I True or False

Place the word true (T) or false (F) before the statement.

1.____ A cake of soap should be rinsed off immediately after use.
2.____ You should read your assignment sheet after you enter the patient's unit.
3.____ You should check the patient's Kardex before you start feeding him.
4.____ You should look at the Kardex before you empty a patient's pitcher.
5.____ In giving mouthcare to an unconscious patient, you need all the following:
    a) applicators b) toothbrush c) toothpaste d) mouthwash solution
6.____ Soiled linen, when removed from the bed, may be placed anywhere in the unit.
7.____ You should bend over the patient when you lift him.
8.____ You may dangle a postoperative patient whenever he asks.
9.____ A rubber hose and a washbasin may be sterilized together.
10.____ A sterile package should be held away from your uniform.

## II Matching

Place the number of the correct definition in the blank space provided.

| | | | |
|---|---|---|---|
| ____ | Forceps | 1. | Bed sores or ulcers, which a patient may develop. |
| ____ | Urinal | 2. | A container for sterilizing by steam under pressure. |
| ____ | Decubiti | 3. | A substance given off by a part of the body. |
| ____ | Friction | 4. | Uncleanliness due to the presence of germs. |
| ____ | Autoclave | 5. | Plant or animal that can be seen only under a microscope. |
| ____ | Micro-organism | | |
| ____ | Pathogens | 6. | Thin watery fluid present in the mouth. |
| ____ | Secretion | 7. | Rubbing of one object against another. |
| ____ | Contamination | 8. | An instrument used for grasping. |
| ____ | Saliva | 9. | Germs |
| | | 10. | A bottle-shaped container to receive a male patient's urine. |

## III Completion

1. The tasks in the complete morning routine of patients' hygiene are: (list as many as you can think of)

1) ____________________ 5) ____________________
2) ____________________ 6) ____________________
3) ____________________ 7) ____________________
4) ____________________ 8) ____________________

2. Before you move a patient toward the edge of the bed, you should ____________ ____________ on the bed.

3. While you make an occupied bed, the patient's body should always be ____________________.

4. Great care in making the patient's bed should be given to the bottom sheet, so that it is ____________ and ____________ and will not cause bedsores.

5. The ____________ sheet should be placed on the bed with the rough side of the hem up.

6. Soiled linen should be held ____________ from one's uniform.

7. Before serving a meal to the patient, the nurse aide should have the patient ____________ his hands.

8. You should prepare the patient's unit for his meal by:

   1) Clearing the ____________ for the tray.
   2) Moving the ____________ close to the patient.

9. Check the patient's ____________ before you serve him in-between meal nourishment.

10. List the kinds of information found on a patient's Kardex:

IV Draw a circle around the most correct answer:

1. You wake up with a cold and a cough on a working day; what should you do?

   a - Telephone the Nursing Service office that you are sick and unable to work.

   b - Call after you have seen a doctor.

   c - Go to work.

   d - Report on duty and let the charge nurse decide whether you should work that day.

2. Before helping a patient into or out of a wheelchair, which of these actions are necessary?

   a - Have the brakes unlocked and the footrests down.

   b - Lock the brakes and have the footrests folded up.

   c - Have the brakes unlocked and the footrests folded up.

   d - Lock the brakes and have the footrests down.

3. You are to dangle a patient the first time after his operation. The patient says he does not want to be disturbed. What do you say?

   a - "I am sorry, Mr. Brown, my order says you must be dangled today."

   b - "All right. We shall try tomorrow."

   c - "Mr. Brown, the doctor's order is to dangle you today; the exercise is important and necessary for you. You shall sit up for only a short while."

   d - "Better not, if you don't want to. Mrs. Wise in the next room almost fainted yesterday when I helped her dangle."

4. If a bedpan is to be put under a heavy patient whose skin tends to stick to the pan, a practical first step is to

   a - moisten the seat of the bedpan with alcohol.

   b - sprinkle talcum on the seat of the bedpan.

   c - wash and dry the buttocks.

   d - oil the buttocks.

5. If a member of the nursing team fails to use a deodorant, he or she will certainly be offensive to others. The last person to become aware of this offensiveness is usually

   a - a patient.

   b - a co-worker.

   c - the supervisor.

   d - the neglectful team member.

## NURSE AIDE TEST NO. II

NAME______________________________ DATE____________________

### I True or False

Place the word true (T) or false (F) before the statement.

1.____ 98.6° F and 37.0° C are usually considered normal temperatures.
2.____ The most common method of taking a temperature is orally.
3.____ Rectal temperatures are more accurate than oral or axillary temperatures.
4.____ Pulse and respirations are each taken for a full minute.
5.____ The pulse and respirations are counted after taking a rectal temperature.

### II Draw a circle around the most correct answer.

1. An elevated temperature in this hospital is considered to be:

a - 36.7° C    c - 37.5° C

b - 37.7° C    d - 36.9° C

2. A rectal thermometer is kept in place for:

a - 5 minutes    c - 10 minutes

b - 2 minutes    d - 3 minutes

3. An axillary thermometer is kept in place for:

a - 5 minutes    c - 10 minutes

b - 20 minutes    d - 3 minutes

4. An oral thermometer is kept in place for

a - 3 minutes    c - 5 minutes

b - 2 minutes    d - 10 minutes

5. If a temperature is recorded like this 38.2°R C, the R means the temperature is

a - Routine
c - Rectal

b - To be reported
d - To be retaken

6. If pulse beats occur at the rate of two per second for a few beats, then one per second, then two per second again, the pulse is called:

a - regular
c - strong

b - irregular
d - feeble

7. The aide is to take the regular afternoon temperatures of a dozen patients. The aide first goes to Mr. Drake, a convalescent patient, but finds that he has just finished an iced drink. Which action would be best?

a - Take Mr. Drake's temperature but leave the thermometer in his mouth an extra minute or two.

b - Have him rinse his mouth with warm water and then take his temperature.

c - Take a rectal instead of an oral temperature on Mr. Drake.

d - Take the other patients' temperatures first and then come back to take Mr. Drake's temperature.

## III True or False

Place the word true (T) or false (F) before the statement.

1.____ The urinary collection bag should be lower than the patient's bladder.
2.____ You should keep the end of the drainage tube sterile while you empty or change the collection bag.
3.____ It is not necessary to read the graduation on the collection bag.
4.____ The normal temperature of the enema solution is 105° F.
5.____ It is necessary that the patient hold the enema solution for five minutes.
6.____ 98.6° F is considered the normal body temperature.
7.____ Temperature, pulse, respiration are recorded on the TPR form every time they are taken.
8.____ The count of respiration is taken immediately after taking the pulse rate.
9.____ You should report a respiration rate of 29 to the nurse.
10.____ You should report a pulse rate of 62 to the nurse.

## NURSE AIDE TEST NO. III FINAL

NAME_________________________ DATE_______________

### Part I True or False

Write "T" if statement is true and "F" if false.

1. _____ The most important safety measure in transporting a patient by stretcher is using restraining straps or side rails.
2. _____ It is a good idea to feed a patient quickly with large spoonfuls of food in order not to make him tired.
3. _____ The nurse aide should keep her back straight and her feet apart, when lifting and turning a patient.
4. _____ The pre-operative area is shaved in order to help make the skin as clear and free from germs as possible.
5. _____ To prevent swelling or congestion in an extremity, the elastic bandage (ace bandage) is wrapped away from the foot or the hand and then is wrapped back toward it.
6. _____ If you are asked to collect a warm stool specimen, it must be taken to the laboratory stat.
7. _____ You should always ask a newly admitted patient if he has pills with him and if he has, you should take them to the nurse.
8. _____ Patient's dentures are brushed under running water.
9. _____ The nurse aide should tell the patient never to lock the door to the bathroom when he takes a bath.
10. _____ When a patient is admitted to the hospital, the nurse aide screens the patient and if necessary, helps him to undress.

### Part II Matching

Place the number of the correct meaning in the blank space provided.

_____ cap.
_____ a. c.
_____ q. i. d.
_____ hypo.
_____ tsp.
_____ bid.
_____ RX
_____ stat.
_____ kg
_____ I. V.
_____ fl. oz.
_____ B. P.
_____ E. E. G.
_____ p. o.
_____ S. O. S.

1. twice a day
2. teaspoon
3. immediately
4. kilogram
5. fluid ounce
6. electroencephalogram
7. four times a day
8. before meals
9. by mouth
10. blood pressure
11. if necessary
12. intravenous
13. capsule
14. take
15. hypodermic

Part III Completion:

1. 8 oz. = ____________cc
2. 1 oz. = ____________cc
3. one quart = ____________cc
4. "Clinitest" determines the quantity of ______________________ contained in urine in the illness called ________________________________.
5. Acetone is a chemical that may be present in ____________________.
6. If a patient has an injured mouth, you may take his temperature by the __________ or ________________ method.
7. When admitting a patient, the nurse aide is responsible for taking his TPR and measuring his ______________________ and ___________________.
8. Three examples of moist heat applications are ____________, ____________, ____________.
9. __________________ widens blood vessels, ________________narrows blood vessels.
10. A cold _________________ sponge bath is sometimes applied to the body to reduce fever.

Part IV Multiple Choice

Draw a circle around the letter of the most correct answer

1. If a patient is to have a fluid intake record sheet kept at his bedside, the proper time for the nurse aide to record the patient's fluids on that sheet is:
    - a - when the fluids are served to him
    - b - when he promises to drink the fluids.
    - c - as soon as he has frunk the fluids.
    - d - at the end of the nurse aide's shift (tour of duty).
2. In a certain hospital, the drinking glasses for a patient ordinarily hold 210 cc. If the patient drinks 1/2 glass of fruit juice and 1 glass of milk, he has taken:
    - a - 105 cc
    - b - 220 cc
    - c - 315 cc
    - d - 310 cc
3. The nurse aide is ready to give an enema to a convalescent patient. Before inserting the lubricated rectal tube into the rectum, the nurse aide should:
    - a - run a little solution through the rectal tube.
    - b.- place the patient on the bedpan.
    - c - ask the patient to bear down.
    - d - have the irrigating can below the level of the rectum.
4. A nurse aide notices that the side rail on one side of the bed of an elderly, confused patient has been left down. No one is with the patient. What would it be best to do first?
    - a - pull the side rail up.
    - b - ask the patient if the person who left the side rail down is coming back.
    - c - notify the nurse in charge.
    - d - stay with the patient until someone else comes.

Part IV Multiple Choice continued

5. In passing water pitchers, it is important for the nurse aide to know which patients:
    a - do not want ice.
    b - are on N. B. M. (or N. P. O.).
    c - need straws to drink.
    d - are on I and O.
6. When a patient has had an operation and does not move about in bed of his own accord, turning him often, according to orders, will help to prevent:
    a - bleeding
    b - lung congestion
    c - pain
    d - shock

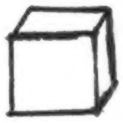
# APPENDIX Q

## Samples of Worksheets

# INTAKE AND OUTPUT

## INTAKE

Measurements of liquids are taken either in ounces (oz) or in cubic centimeters (cc).



A cubic centimeter is a cube with each edge one centimeter long. This is a little more than one third of an inch.

8 oz. equals 250 cc

1 quart contains 32 oz.

1 pint contains 16 oz.

**Problem 1:** A patient drinks a half pint of milk. This is ________ oz. or ________ cc.

**Problem 2:** A water pitcher contains one quart of water. This is ________ oz. or 1000 cc.

**Problem 3:** A patient drinks 4 oz. of juice. This is ________ cc.

Contents of frequently used containers.

| | | | |
|---|---|---|---|
| 1 pot of tea | 250 cc | 1 pot of broth | 150 cc |
| 1 pot of coffee | 300 cc | 1 cup | 150 cc |
| 1 large water glass | 240 cc | 1 cube ice cream | 100 cc |
| 1 medium water glass | 175 cc | 1 serving jello | 100 cc |
| 1 fruit juice glass | 100 cc | 1 carton milk | 240 cc |
| 1 ice tea glass | 225 cc | 1 large cream | 100 cc |
| 1 bottle 7-Up | 200 cc | 1 small cream | 25 cc |

**Problem 4:** A patient drinks one and one half cups of coffee. This is

________ cc.

**Problem 5:** A patient eats one third of a serving of ice cream. This is ________ cc.

**Problem 6:** Compute the intake for Mrs. Mary Ryan from 7 a.m. to 3 p.m. in cc.

| | | |
|---|---|---|
| 7 a.m. | 1 glass of water (medium size) | ________ cc |
| 7:30 a.m. | 1/2 pot of coffee | ________ cc |
| | 1 glass of orange juice | ________ cc |
| 10 a.m. | 3/4 carton of milk | ________ cc |
| 12 noon | 1 cup of broth | ________ cc |
| | 1 glass of ice tea | ________ cc |
| 3 p.m. | 1 serving of ice cream | ________ cc |
| Total | | ________ cc |

The intake for Mrs. Mary Ryan from 7 a.m. to 3 p.m. is ________ cc.

**Problem 7:** Mr. James Grant did not eat all of his dinner. When you remove his tray, you see that he ate only half of his cup of soup and half of his jello. He ate all his ice cream, but drank only half his carton of milk. What is his liquid intake.

How to solve this problem:

Step 1. List the liquids he consumed. Subtract the left over liquid from the amount that was served.

Step 2. Place the number of cc next to the item.

Step 3. Check each item.

Step 4. Total the number of cc.

Step 5. Enter into the record.

1/2 cup of soup ________ cc

1/2 serving of jello ________ cc

1 serving of ice cream ________ cc

1/2 carton of milk ________ cc

Total ________ cc

The intake for Mr. James Grant at dinner is ________ cc.

Problem 8: Mrs. Jane Wilcox is on "intake" from 3 p.m. to 11 p.m. She received an intravenous feeding of a pint of glucose. Her dinner tray contains a cup of broth, a dish of jello, a serving of ice cream and a pot of coffee. When you remove her tray, you find one third of the broth leftover, about half of the jello and a third of the coffee left in the pot. At 8 p.m. Mrs. Wilcox drinks a bottle of gingerale. What is Mrs. Wilcox's intake from 3 p.m. to 11 p.m.

1 pint of glucose ________ cc

1 cup - 1/3 cup = 2/3 cups of broth ________ cc

1 serv. jello - 1/2 serv. = 1/2 serv. of jello ________ cc

1 ice cream ________ cc

1 pot of coffee - 1/3 pot = 2/3 pot of coffee ________ cc

1 bottle of ginger ale ________ cc

Total ________ cc

The intake for Mrs. Jane Wilcox from 3 p.m. to 11 p.m. is ________ cc.

On some hospital record sheets you will also find:

**Intake:** Sub Q which means under the skin by hypodermic
Tube feeding, Catheter irrigation

**Output:** Wangensteen which is suction of the stomach or intestine.

**Problem 9:** Enter on all 3 record sheets the intake and output for Mrs. Emily Young.

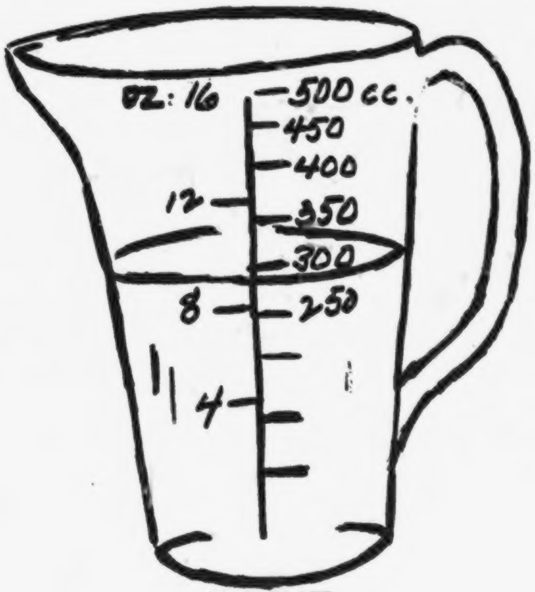
| | |
|---|---|
| 7:30 a.m. | 300 cc urine |
| 8 a.m. | 1 glass of juice |
| | 1 cup of coffee |
| 10 a.m. | 200 cc urine |
| 10:30 a.m. | 1/2 pot of broth |
| 12 noon | 1/2 glass of juice |
| | 1 serving of ice cream |
| | 1/2 serving of jello |
| | emesis 200 cc |
| 1:30 p.m. | urine 150 cc |
| 2:00 p.m. | 1 cup of tea |
| 5:00 p.m. | 1/2 pint of milk |
| | 1 pot of broth |
| 8:00 p.m. | 1 bottle of gingerale |
| | 400 cc wangensteen drainage |
| 10 p.m. | I V 1/2 pint |

INTAKE AND OUTPUT (continued)

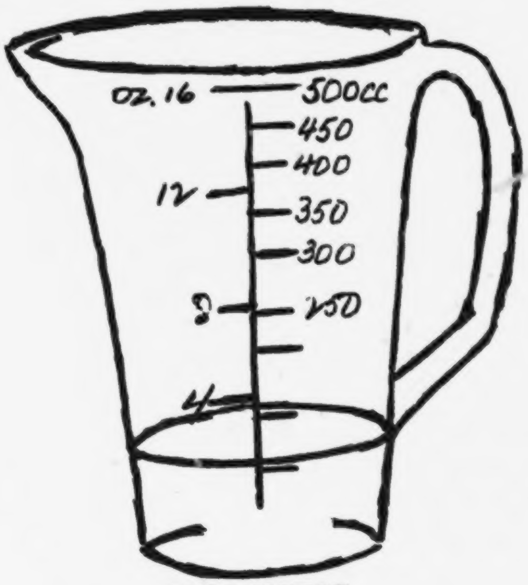
## OUTPUT

Output of liquids is measured in ounces or cubic centimeters. The liquids to be measured are urine, vomitus, liquid bowel movements and drainage. In order to measure their quantity they must be poured from the emesis basin or the bedpan into the graduate. The calibration on the graduate is marked in ounces and in cubic centimeters.

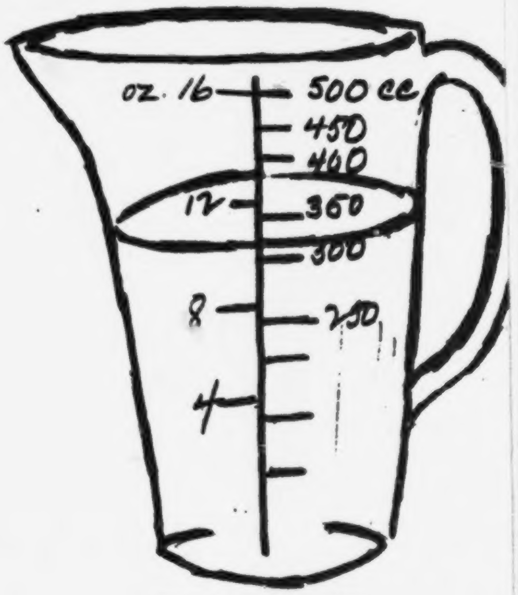
Problem 1: Compute the output for this patient in ounces (oz.) and in cubic centimeters (cc.).


oz. 16
500 cc.
450
400
12
350
300
8
250
4

URINE


oz. 16
500cc
450
400
12
350
300
8
250
4

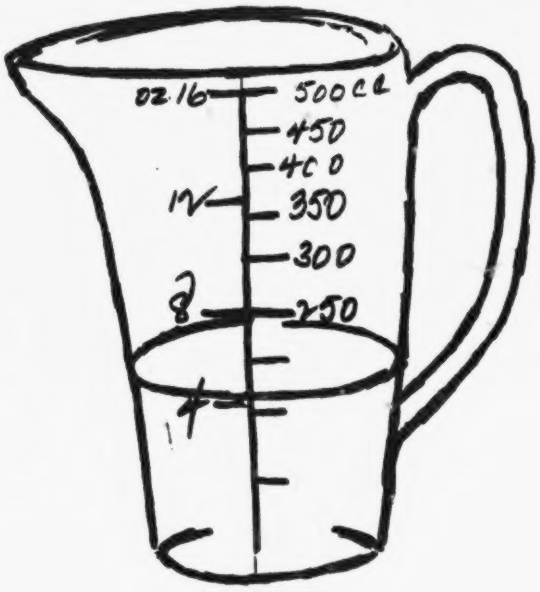
VOMITUS


oz. 16
500 cc
450
400
12
350
300
8
250
4

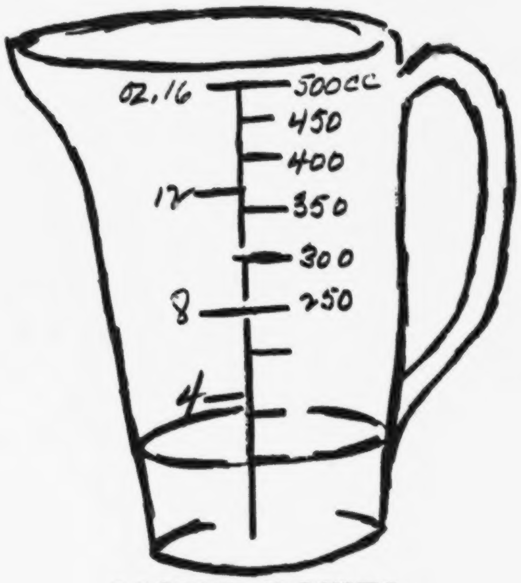
DRAINAGE

Urine ________oz. ________cc.
Vomitus ________oz. ________cc.
Drainage ________oz. ________cc.
Total ________oz. ________cc.

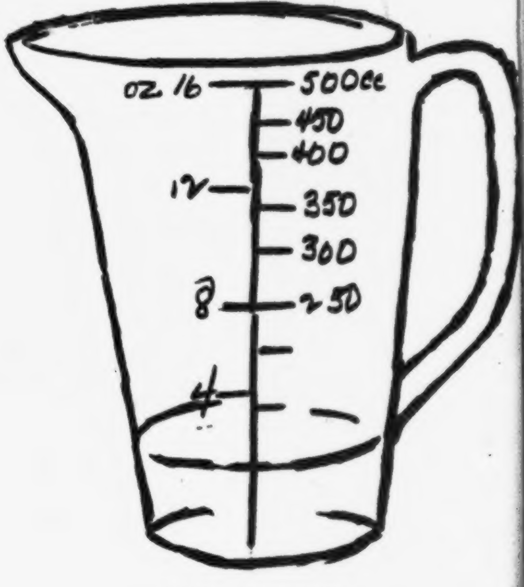
Problem 2: Compute the output for this patient in cc.


oz 16
500 cc
450
400
12
350
300
8
250
4

URINE


oz. 16
500cc
450
400
12
350
300
8
250
4

LIQUID BOWEL


oz 16
500cc
450
400
12
350
300
8
250
4

VOMITUS

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

## DAILY RECORD - INTAKE-OUTPUT

| | INTAKE | | | OUTPUT | | |
|---|---|---|---|---|---|---|
| | TIME | P.O. (CC) | I.V. (CC) | WANGANSTEEN (CC) | URINE (CC) | *OTHER (CC) |
| 7 A.M. TO 3 P.M. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | TOTAL | | | | | |
| 3 P.M. TO 11 P.M. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | TOTAL | | | | | |
| 11 P.M. TO 7 A.M. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | TOTAL | | | | | |

| | | | | |
|---|---|---|---|---|
| TOTAL INTAKE 24 HRS. | | C.C. | TOTAL OUTPUT 24 HRS. | C.C |

OTHER - INCLUDES VOMITUS - LIQUID BODY STOOLS.

(ESTIMATE AMOUNTS WHERE EXACT MEASUREMENT IS NOT POSSIBLE.)

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

## INTAKE - - OUTPUT

| INTAKE | | | | | | | OUTPUT | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Time | Oral | I. V. | Sub. Q. | Tube Feeding | Levine Tube Irrig. | Cath. Irrig. | Urine | Emesis | Suction | Wound Drain |
| 8 am | | | | | | | | | | |
| 9 am | | | | | | | | | | |
| 10 am | | | | | | | | | | |
| 11 am | | | | | | | | | | |
| 12 Noon | | | | | | | | | | |
| 1 pm | | | | | | | | | | |
| 2 pm | | | | | | | | | | |
| 3 pm | | | | | | | | | | |
| TOTAL | | | | | | | | | | |
| 4 pm | | | | | | | | | | |
| 5 pm | | | | | | | | | | |
| 6 pm | | | | | | | | | | |
| 7 pm | | | | | | | | | | |
| 8 pm | | | | | | | | | | |
| 9 pm | | | | | | | | | | |
| 10 pm | | | | | | | | | | |
| 11 pm | | | | | | | | | | |
| TOTAL | | | | | | | | | | |
| 12 MN | | | | | | | | | | |
| 1 am | | | | | | | | | | |
| 2 am | | | | | | | | | | |
| 3 am | | | | | | | | | | |
| 4 am | | | | | | | | | | |
| 5 am | | | | | | | | | | |
| 6 am | | | | | | | | | | |
| 7 am | | | | | | | | | | |
| TOTAL | | | | | | | | | | |

| TOUR OF DUTY | TOTAL INTAKE | TOTAL OUTPUT | SIGNATURE |
|---|---|---|---|
| 7 - 3 | | | |
| 3 - 11 | | | |
| 11 - 7 | | | |
| 24 Hr. TOTAL | | | |
| DIFFERENCE | | | |

10/14/65

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

## INTAKE - OUTPUT

| | | INTAKE | | | | OUTPUT | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Date 19 | Time | Oral (cc) | I.V. (cc) | Other (cc) | Total (cc) | Urine (cc) | Gastric Suction (cc) | Vomitus (cc) | Other (cc) | Total (cc) |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |
| | 7-3 | | | | | | | | | |
| | 3-11 | | | | | | | | | |
| | 11-7 | | | | | | | | | |
| 24 Hour Total | | | | | | | | | | |

MDT-NA-5

# MEDICAL RECORDS

## Writing Records Accurately

T.P.R. Form

T.P.R. FORM Date ____________

| Room | Name | 8:00 a.m | 12 noon | 4:00 p.m | 8:00 p.m | 12 mid | 4:00 a.m |  |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Fill in the above T.P.R. Form

William Burke is in Room 304 A. Gerald Bartholomew is in Room 304 B. Sam Sande is in Room 306.

At 8 a.m. Burke's pulse is 78, respirations 16 and temperature 98.6°.

At 12:00 noon you take Burke's T.P.R. and find that his temperature is 102°, pulse 104 and respirations 34. Besides recording this, what will you do?

Exchange this worksheet with two classmates to see whether they can read your writing. If they cannot, please attempt to write figures more clearly.

Maurice Parkins is in Room 505 A.
Morris Parks is in Room 505 B.
Morgan Parise is in Room 505 C.

Enter their names and room numbers in this chart:

T. P. R. FORM

Date ______________

| Room | Name | 8:00 a. m | 12 noon | 4:00 p. m | 8:00 p. m | 12 mid | 4:00 a. m |  |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Be certain you can see that the names are different when you read them.

When you take T. P. R., which reading do you take first?

Write in a pulse of 84 for Morris Parks at 8:00 a. m. on the above form.

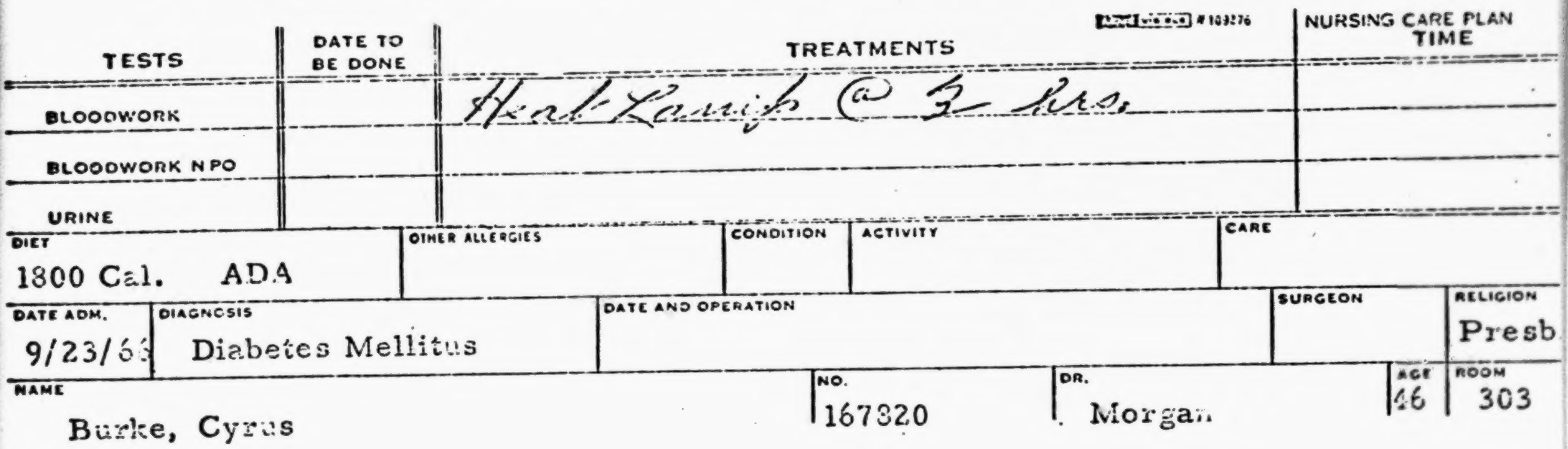
Which is the second reading you record.

Where do you enter the temperature?

☐ To the left of the pulse.
☐ To the right of the pulse.

Patient Record Card

The following is an example of a Patient Record Card



#103276

| TESTS | DATE TO BE DONE | TREATMENTS | NURSING CARE PLAN TIME |
|---|---|---|---|
| BLOODWORK |  | Heat Lamp @ 3 hrs. |  |
| BLOODWORK NPO |  |  |  |
| URINE |  |  |  |

| DIET | OTHER ALLERGIES | CONDITION | ACTIVITY | CARE |
|---|---|---|---|---|
| 1800 Cal. ADA |  |  |  |  |

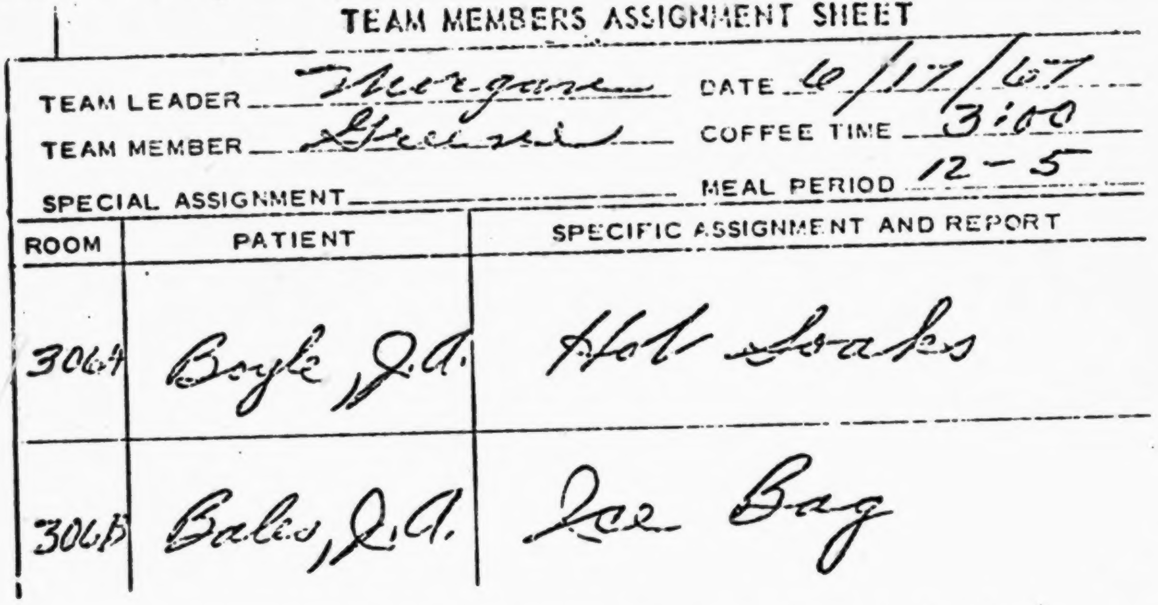
| DATE ADM. | DIAGNOSIS | DATE AND OPERATION | SURGEON | RELIGION |
|---|---|---|---|---|
| 9/23/6 | Diabetes Mellitus |  |  | Presb |

| NAME | NO. | DR. | AGE | ROOM |
|---|---|---|---|---|
| Burke, Cyrus | 167320 | Morgan | 46 | 303 |

Does the record say every (1) 2 hours (2) 3 hours (3) 5 hours (4) not sure

The correct answer should be ________ You must consult the person who wrote the order if you have any doubt about the writing.

Individual Assignment Sheet



TEAM MEMBERS ASSIGNMENT SHEET

TEAM LEADER Morgan DATE 6/17/67
TEAM MEMBER Greene COFFEE TIME 3:00
SPECIAL ASSIGNMENT ________ MEAL PERIOD 12-5

| ROOM | PATIENT | SPECIFIC ASSIGNMENT AND REPORT |
|---|---|---|
| 306A | Boyle, J.A. | Hot Soaks |
| 306B | Bales, J.A. | Ice Bag |

Does this assignment sheet list the same patient twice?

Who requires the low temperature treatment? ____________________

____________________

Who requires the high temperature treatment? ____________________

____________________

Why is it important that you read the assignment sheet accurately?

It is important because you may harm a patient if you give him the wrong treatment.

**T. P. R.**

This is a T. P. R. chart with only the temperature filled in:

T. P. R. FORM

Date July 3, 1967

| Room | Name | 8:00 a. m | 12 noon | 4:00 p. m | 8:00 p. m | 12 mid | 4:00 a. m |
|---|---|---|---|---|---|---|---|
| 601 | Nickles, B. | 101 | 102 | 101 | | | |
| 602 | Sarver, D. | 97.6 | 96 | 97.6 | | | |
| 603 | Harper, S. | 97.6 | 97.8 | 100.2 | | | |
| 604 | Mills, H. | 98.6 | 98.6 | 97.6 | | | |
| 605 | Bergh, D. | 96.8 | 96.8 | 97 | | | |
| 606 | [illegible] | R 99.8 | R 99.8 | R 99.8 | | | |
| | | | | | | | |
| | | | | | | | |

Which patient has all normal temperatures?

__________________________________________

Whose temperature is high enough to report to the nurse at 12:00 noon?

__________________________ An oral temperature over 100 should be reported to the nurse.

A rectal temperature over _______° should be reported to the nurse.

An axillary temperature over ______° should be reported to the nurse.

What is the only temperature that Sarver had which should be reported to the nurse? ________

What is the only figure on Harper's form which should be reported? ________

What is Mills' temperature at 4:00 P. M. ? ________

This is a T. P. R. chart with only the respirations recorded.

T. P. R. FORM

Date July 3, 1967

| Room | Name | 8:00 a. m. | 12 noon | 4:00 p. m. | 8:00 p. m. | 12 mid | 4:00 a. m. | |
|---|---|---|---|---|---|---|---|---|
| 601 | Nickles, B. | 30 | 34 | 30 | | | | |
| 602 | Sarver, D. | 14 | 15 | 15 | | | | |
| 603 | Harper, J. | 24 | 26 | 30 | | | | |
| 604 | Mills, H. | 18 | 16 | 18 | | | | |
| 605 | Brady, J. | 13 | 14 | 14 | | | | |
| 606 | Halnik, L. | 18 | 18 | 18 | | | | |
| | | | | | | | | |

Are Sarver's respirations at 4:00 P. M. high or low?

☐ High ☐ Low

Are they low enough to be reported to the nurse at 4:00 P. M. ?

☐ Yes ☐ No

Respirations lower than ________ per minute and higher than ________ per minute should be reported to the nurse.

Should Slamb's temperature be reported to the nurse?

This is a T. P. R. chart with only the pulses filled in:

T. P. R. FORM

Date July 3, 1967

| Room | Name | 8:00 a. m | 12 noon | 4:00 p. m | 8:00 p. m | 12 mid | 4:00 a. m | |
|---|---|---|---|---|---|---|---|---|
| 601 | Hickley, B. | 102 | 103 | 102 | | | | |
| 602 | Sawyer, D. | 66 | 64 | 66 | | | | |
| 603 | Harper, J. | 84 | 86 | 88 | | | | |
| 604 | Hicks, H. | 74 | 76 | 74 | | | | |
| 605 | Berge, J. | 55 | 59 | 58 | | | | |
| 606 | McAuley, L. | 74 | 74 | 74 | | | | |
| | | | | | | | | |

Which patient's pulse is low enough to be reported to the nurse at 8:00 A. M. ?

All pulses below 70 and above 100 should be reported.

Is Harper's pulse at 8:00 A. M. high or low?

It is

Is it high enough to be reported to the nurse?

☐ Yes ☐ No

What is Harper's pulse at 12 Noon? ________

Is it high or low?

## COMMON ABBREVIATIONS

I. Write in the blank space the abbreviation for each term:

1. water ____________
2. gram ____________
3. ounce ____________
4. Fahrenheit ____________
5. tablet ____________
6. solution ________________
7. electro encephalogram ______
8. hypodermic ________________
9. by mouth ________________
10. every hour ________________

II. Write the term in the blank for each abbreviation:

1. fl. oz. ______________
2. p.c. ______________
3. tsp. ______________
4. q. 3h. ______________
5. TPR ______________
6. gu. ______________
7. o.n. ______________
8. ad lib ______________
9. Rx ______________
10. EKG ______________

III. Place the number of the correct term in the box:

| | |
|---|---|
| tbsp. | |
| gr. | |
| elix. | |
| IV | |
| Bid | |
| Stat | |
| tab | |
| a.c. | |
| o.m. | |
| q.h. | |

1. intravenous
2. before meals
3. immediately
4. tablespoon
5. elixir
6. every hour
7. grain
8. tablet
9. twice a day
10. every morning

IV. Place the number of the correct abbreviation in the box:

| | |
|---|---|
| every 3 hours | |
| capsule | |
| dram | |
| extract | |
| immediately | |
| blood pressure | |
| three times a day | |
| every hour | |
| tablespoon | |
| milligram | |

1. B. P.
2. dr or Z
3. g.h.
4. Stat
5. mg
6. q. 3h.
7. ext.
8. t.i.d.
9. cap
10. tbsp

# APPENDIX R

## Progress Records

WEEK 1

NAME ______________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Wash Hands | | | | |
| Make Unoccupied Bed | | | | |
| Feed Meal to Sighted Patient | | | | |
| Feed Meal to a Temp. BlindPat. | | | | |
| Feed Snack to Sighted Patient. | | | | |
| Feed Snack to Temp. Blind Pat. | | | | |
| Care for Pitchers | | | | |
| Clean Stainless Steel | | | | |
| Clean Enamelware | | | | |
| Clean Glassware | | | | QUIZ SCORES |
| Clean Instruments | | | | |
| Clean Rubber Articles | | | | QUIZ 1 |
| Clean Catheters and Tubing | | | | QUIZ 2 |
| Clean Rubber Gloves | | | | QUIZ 3 |
| Clean Rubber Sheets | | | | QUIZ 4 |
| Clean Water Sterilizer | | | | QUIZ 5 |
| Clean Discharged Patient Unit | | | | QUIZ 6 |
| Care for Clean Linens | | | | |

WEEK 2

NAME________________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Brush Teeth | | | | |
| Clean Dentures | | | | |
| Clean Uncon. Pat's mouth/teeth | | | | |
| Wash Patient's Body | | | | |
| Comb Hair | | | | |
| Clean Nails | | | | |
| Massage Patient's Back | | | | |
| Make Occupied Bed | | | | |
| Lift Patient in Bed | | | | |
| Turn Patient on Side | | | | QUIZ SCORES |
| Turn with Sheet | | | | |
| Dangle Patient | | | | QUIZ 7 |
| Provide Bedpan | | | | QUIZ 8 |
| Remove Bedpan | | | | QUIZ 9 |
| Roll Patient onto Bedpan | | | | |
| Provide Urinal Service | | | | |
| Report Unusual Conditions | | | | |
| | | | | |
| | | | | |

WEEK 3

NAME________________________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Use a Water Sterilizer | | | | |
| Open a Sterile Package | | | | |
| Use a Sterile Forceps | | | | |
| Open a Sterile Bottle | | | | |
| Open a Sterile Container | | | | |
| Assist Patient to Walk | | | | |
| Assist Using Wheelchair | | | | |
| Lift Patient into Wheelchair | | | | |
| Help Patient into Wheelchair | | | | |
| | | | | QUIZ SCORES |
| | | | | |
| | | | | QUIZ 10 |
| | | | | QUIZ 11 |
| | | | | |
| [redacted] | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

WEEK 4

NAME ________________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Empty collection bag | | | | |
| Replace catheter tube & bag | | | | |
| Give a cleansing enema | | | | |
| Administer thermometer | | | | |
| Read thermometer | | | | |
| Record temperature | | | | |
| Count Pulse Rate | | | | |
| Estimate Pulse Rhythm | | | | |
| Estimate Pulse Volume | | | | |
| Record Pulse Rate | | | | QUIZ SCORES |
| Record Pulse Rhythm | | | | |
| Record Pulse Volume | | | | QUIZ 12 |
| Count Respirations | | | | QUIZ 13 |
| Record Respirations | | | | |
| Measure Intake-Output | | | | |
| Record Intake-Output | | | | |
| | | | | |
| | | | | |
| | | | | |

NAME________________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Apply hot water bottle | | | | |
| Apply heat lamp | | | | |
| Apply hot soaks | | | | |
| Apply hot compresses | | | | |
| Give a sitz bath | | | | |
| Give alcohol sponge bath | | | | |
| Fill and apply ice bag | | | | |
| Prepare & apply compress | | | | |
| Collect stool specimen | | | | |
| Collect urine specimen | | | | QUIZ SCORES |
| Perform Clinitest | | | | |
| Perform Acetest | | | | QUIZ 15 |
| Put on a mask | | | | |
| Put on a gown | | | | |
| Help admit a Patient | | | | |
| Help discharge a patient | | | | |
| | | | | |
| | | | | |
| | | | | |

NAME ______________________________

## NURSE AIDE INDIVIDUAL PROGRESS RECORD

| TASKS | HANDBOOK | CLASS | CLINIC | OBSERVATIONS BY INSTRUCTOR |
|---|---|---|---|---|
| Know equipment names | | | | |
| Prepare patient gen. physical exam. | | | | |
| Prepare patient in: | | | | |
| dorsal recumbent position | | | | |
| knee chest position | | | | |
| Sims position | | | | |
| dorsal lithotomy position | | | | |
| Prepare for vaginal & rectal exam. | | | | |
| Assist physician with: | | | | |
| general examination | | | | QUIZ SCORES |
| vaginal & rectal examination | | | | |
| Help patient after examination | | | | QUIZ 16 |
| Wrap an arm | | | | QUIZ 17 |
| Wrap a wrist | | | | QUIZ 18 |
| Make an arm sling | | | | |
| Shave operative area | | | | |
| Prepare patient for operation | | | | |
| Transfer patient to operating room | | | | |
| Prepare postoperative unit | | | | |
| Care for postoperative patient | | | | |
| Provide post - mortem care | | | | |

# APPENDIX S

## Samples of Lesson Plans

Handwashing

Unoccupied Bed

## I Educational Objective

The student must be able to:

1. define micro-organisms and to wash her hands by following the step-by-step method in the handbook.
2. make an unoccupied bed according to directions in the Nurse Aide Handbook.
3. make a postoperative bed according to directions in the Nurse Aide Handbook.

## II Preparation

A. Film - Asepsis - A Communicable Disease
B. Filmstrip - Asepsis Part II Handwashing
C. Filmstrip - Making an Unoccupied Bed

## III Learning Experiences

A. Lecture - Asepsis
    1 - importance of asepsis
B. Filmstrip - Asepsis Part II
C. Demonstration - Handwashing - Return
D. Filmstrip - Unoccupied Bed
E. Making unoccupied bed, postoperative bed (in teams)

## IV Evaluation - Quiz 1 and 2 - Asepsis

## I Educational Objectives

The student must be able to feed sighted and blind patients.

## II Preparation

A. Filmstrip - Feeding the patient
B. Equipment for role play

## III Learning Experiences

A. Review: Handwashing
B. Filmstrip - Feeding, role play
C. Worksheet

## IV Evaluation

Quiz 3

# APPENDIX T

## Course Schedule

(Revised)

## REVISED CURRICULUM

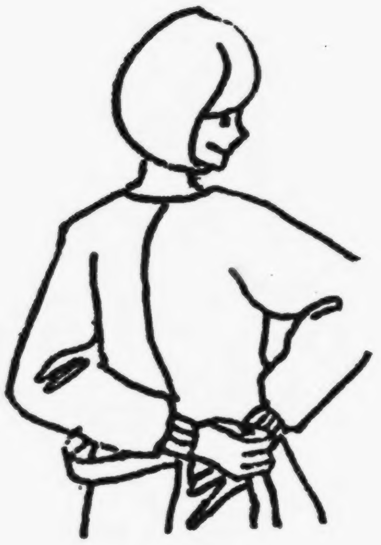
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| Day 1<br>Class: Orientation<br>Role of N.A.<br>Film: Hope in Peru<br>Filmstrip: Handwashing<br>Demonstration-return<br>Quiz 1 Hw: | Day 2<br>Class: Handwashing<br>Unoccupied Bed<br>Filmstrip: Unoccupied Bed<br>Film: A Communicable Disease<br>Filmstrip: Feeding<br>Feeding-roleplay<br>Worksheet-Feeding<br>Quiz 2 Hw: | Day 3<br>Clinic: Guided Tour<br>Handwashing<br>Unoccupied Bed<br>Class: Medical Records<br>Kardex<br>Assignment Sheets<br>Worksheet-Medical Records<br>Quiz 3 Hw: | Day 4<br>Clinic: Unoccupied Bed<br>Feeding<br>Housekeeping (Pitchers, Linens, Equipment)<br>Class: Practice:<br>Snack Feeding<br>Unoccupied Bed<br>Quiz 4 Hw: | Day 5<br>Class: Filmstrip: Patient Hygien<br>Oral, bedbath, backrub<br>Demonstration-roleplay<br>Interviewing<br>Allowance forms<br>Discussions<br>Quiz 5 Hw: |
| Day 6<br>Clinic: Patient Hygiene<br>Unoccupied Bed<br>Feeding<br>Class: Filmstrip: Occupied Bed<br>Demonstration-return<br>Roleplay<br>Utility<br>Quiz 6 Hw: | Day 7<br>Clinic: Patient Hygiene<br>Occupied Bed<br>Class: Filmstrip: Positioning, Dangling<br>Demonstration-return<br>Roleplay<br>Review: Occupied Bed<br>Patient Hyg.<br>Quiz 7 Hw: | Day 8<br>Clinic: Patient Hygiene<br>Occupied Bed<br>Dangling<br>Filmstrip<br>Class: Bedpan, Urinal<br>Practice: B.P.U.<br>Backrub, practice<br>Roleplay<br>Quiz 8 Hw: | Day 9<br>Clinic: Patient Hygiene<br>Occupied Bed<br>Bedpan<br>Housekeeping<br>Utility<br>Class: Asepsis<br>Repeat Filmstrip<br>Handling Sterile Supplies<br>Demonstration-return<br>Quiz 9 Hw: | Day 10<br>Clinic: Patient Hygie<br>All<br>CleaningUtilit<br>Class: Sterilization<br>Handling Ster. Supplies<br>practice<br>Quiz 10 Hw: |
| Day 11<br>Clinic: Patient Hygiene<br>All<br>CleaningUtility<br>Class: Film: Balance In Action<br>Filmstrip:TPR<br>Thermometer reading<br>Transparencies<br>Quiz 11 | Day 12<br>Clinic: Patient Hygiene<br>Cleaning Utility<br>Feeding<br>Sterilization<br>Class: Practice Temp.<br>Filmstrip: TPR<br>practice: pulse respiration<br>Quiz 12 | Day 13<br>Clinic: Patient Hygiene<br>TPR<br>Cleaning Utility<br>Feeding<br>Filmstrip: Walker<br>Wheelchair<br>TPR reading, recording, discuss<br>Hw: | Day 14<br>Clinic: TPR<br>Recording<br>Class: Practice:<br>TPR, discuss<br>Filmstrip: Urinary Care, Enema<br>practice Incontinence Catheter<br>Quiz 13 Hw: | Day 15<br>Clinic: Patient Hygie<br>All<br>TPR, Dangling<br>Wheelchair<br>Class: Mid Term Exa<br>Enema<br>practice Ener<br>Hw: |

REVISED CURRICULUM 2

| | | | | |
|---|---|---|---|---|
| ay 16<br>linic: Patient Hyg.<br>TPR<br>Enema<br>Utility<br>lass: Filmstrip:<br>Intake-Output<br>Transparencies<br>Demonstration-return<br>practice<br>Hw: | Day 17<br>Clinic: Patient Hygiene<br>TPR<br>Enema<br>Utility<br>Class: Intake-Output<br>Worksheet<br>Review types of enema<br>Quiz 14 Hw: | Day 18<br>Clinic: TPR<br>Intake-Output<br>Enema<br>Patient Hygiene<br>Utility<br>Class: Alarm Situations<br>Roleplay<br>Intake-Output<br>discuss/practice<br>Hw: | Day 19<br>Clinic: Patient Hygiene<br>Intake-Output<br>Enema<br>Feeding<br>Class: Filmstrip:<br>Urine Reduction<br>(Clini-Ace-test)<br>Practice<br>Alarm Situations<br>Hw: | Day 20<br>Clinic: Patient Hygiene<br>TPR<br>Intake-Output<br>Urine Reduction<br>Enema<br>Class: Therapeutic Use<br>of Heat&Cold<br>Demonstration<br>Roleplay<br>Hw: |
| ay 21<br>linic: Patient Hyg.<br>Urine Reduction<br>Intake-Output<br>Feeding<br>Enema<br>lass:. Practice:<br>Heat&Cold<br>Treatments<br>Isolation<br>uiz 15 Hw: | Day 22<br>Clinic: TPR<br>Gathering Data<br>Feeding<br>Enema<br>Treatments<br>Class: Practice:<br>Gown & Mask<br>Filmstrip:<br>Admiss/Disch.<br>Roleplay<br>Hw: | Day 23<br>Clinic: Patient Hygiene<br>TPR<br>Gathering Data<br>Enema<br>Treatments<br>Class: Roleplay: Admiss.<br>Discharge<br>WritePropertyList<br>Worksheet<br>Quiz 16 Hw: | Day 24<br>Clinic: Patient Hygiene<br>TPR<br>Gathering Data<br>Enema<br>Admission &<br>Discharge<br>Class: Draping<br>Roleplay<br>Read handbook on<br>instruments-show<br>Hw: | Day 25<br>Clinic: Patient Hygiene<br>TPR<br>Gathering Data<br>Admission &<br>Discharge<br>Enema<br>Class: Draping<br>Roleplay<br>Review instruments<br>Assist Physical<br>examination<br>Hw: |
| ay 26<br>linic: Patient Hyg.<br>TPR,Urinereduction<br>Draping<br>Admission &<br>Discharge<br>lass: Bandaging<br>Demonstration-return<br>uiz 17 Hw: | Day 27<br>Clinic: TPR<br>Urine Reduction<br>Assist physical<br>examination<br>Class: Preoperative &<br>Postoperative<br>Care<br>Demonstration-return<br>Quiz 18 Hw: | Day 28<br>Clinic: Patient Hyg., TPR<br>Assist physical<br>examination<br>Class: Spiritual Care<br>Post MortemCare<br>Roleplay<br>Hw: | Day 29<br>Clinic: Assigned duties<br>Class: Evaluation<br>Discussion and Review<br>on tasks | Day 30<br>Clinic: Assigned duties<br>Class: Final<br>Examination |

# APPENDIX U

## True Cases of Nurse Aide Techniques



# True Cases
# of
# Nurse Aide Techniques

# TRUE CASES
# OF
# NURSE AIDE TECHNIQUES

Compiled by the
Health Training Research Team
of the
Pittsburgh Board of Public Education

The incidents given on the following pages are actual ones. They were experienced by nurse aides during their regular course of duty in Pittsburgh-area hospitals. The names of the nurse aides have been omitted; otherwise, the incidents are as written in recent reports by their supervisors, and in most cases include the supervisors' comments.

# CASES WHERE NURSE AIDES WERE COOPERATIVE

I needed a medication from the pharmacy just as the shifts were changing. My day shift people were all very busy and could not go for me. Miss W. was on duty early. I asked her to go to the pharmacy for me.

She was very cheerful about going even though she "officially" was not scheduled to be on duty for a while. By her willingness to help, she contributed to a smooth-running unit.

******

I merely mentioned that the water pitcher numbers (which are painted on the lids of pitchers to indicate patients' rooms and bed numbers) were becoming illegible and should, in the near future, be removed and the numbers repainted.

The next day, Miss B. re-numbered the pitchers whenever her duties away from the patients permitted.

The job was recognized and taken care of effectively without fuss or specific request.

Donna was busy passing supplies to patients when I asked her to go into a patient's room and fill an ice bag. She said she would do it right away and immediately left her supply cart, went into the patient's room, got the ice bag, and filled it.

Donna is a quiet person who does what you ask as soon as she can. She had enough insight to see which job was the more important.

******

It was a busy morning. The student doing the burn dressings came and asked for help. Miss K. said she would go. Miss K. is very willing to help out whenever and wherever she can. If help is needed, she does not think of team lines, time or assignments.

Her attitude and behavior made waiting to finish this task unnecessary and added to the sense of teamwork among the personnel.

We were short of help in the department and also very busy. An order came through for an enema almost at quitting time. Mrs. H. did not hesitate in offering to give the enema.

It was another instance of her helpfulness. This nurse aide is very cooperative and believes in teamwork.

# CASES WHERE NURSE AIDES SHOWED GOOD JUDGMENT

Mrs. A. was assigned to a four-day post partum (after childbirth) patient who had been OOB prn (out of bed as necessary). As the patient was finishing her shower, she told Mrs. A. that she "felt funny."

Mrs. A. helped the patient sit on the dressing stool in the shower room, put the emergency light on, and when the patient began to feel more faint, before help came, eased her onto the floor flat on her back.

Had Mrs. A. attempted to walk the patient back to her room, which was across the corridor and down two doors, the patient would have fallen and may possibly have injured herself.

I feel that under the circumstances she did the best thing possible, and she was commended for it.

A patient who had had a kidney transplant asked Miss L. for orange juice. Miss L., having checked the Kardex, realized that the patient was on a low potassium diet. She immediately came to me and asked about the potassium content in orange juice and if the patient should be given the juice.

She used good judgment in asking the charge nurse about this instead of deciding such a matter for herself.

******

Mrs. N. was assigned by me to care for a patient, a post-operative case, who had a shoulder manipulation with the extremity kept at an abducted position (away from his body) by being attached to an I. V. pole at the head of his bed.

After bathing the patient, she came to me and asked if I would tell her how to move the patient without disturbing his shoulder so that his bed might be changed. I returned with her to the patient's bedside and together, with the patient's shoulder supported but removed from the abducted position, we completed making him comfortable. Teamwork accomplished this task.

The patient, semi-comatose, was on a diabetic diet and had to be fed. The dietary department left a tray in his room and did not tell the nurse it was there.

The nurse aide who came into his room during the dinner hour noticed the tray, heated the cold food, and fed the patient as much as possible.

Since the patient was a diabetic and semi-comatose, it was important that he eat as much as possible to counteract the insulin and keep his fluid and electrolyte balance equal.

# CASES WHERE NURSE AIDES SHOWED INITIATIVE

On a very busy day, Mrs. J. was aware of the late hour and the large amount of work still to be done. Many of the tasks undone were able to be fulfilled only by a nurse. Without being asked, Mrs. J. took the afternoon temperatures for most of the team and efficiently answered the patients' call lights.

The nurses were able to work without interruption and as a result more efficiently. Since Mrs. J. does not need to be directed to do such tasks, team relations are better and the work more enjoyable.

******

Large amounts of penrose drain (rubber tubings which contain absorbent gauze) were returned as outdated stock. Mrs. O. came to me and asked, "What can I do to keep my stock up and yet not have these drains come back outdated?"

This was effective in establishing a better check system for supplies in each operating room.

I was very busy working in a four-bed continuous care unit. Miss K. came to me and asked if she could help feed any of the patients, though it was not part of her assignment and these patients are generally quite ill.

Miss K. made general conversation with the 17-year-old boy she was feeding. She fixed all of the food properly. I'm sure she was a pleasant change for this young man, and she certainly helped me. She helped when she didn't necessarily have to, and she passed a few minutes' time for this boy.

******

An obese person on our floor was ordered to wear ace bandages on his legs because he had edema. One morning he was out of bed, sitting in a chair, without the bandages on. Susan told the patient it was important to keep the ace bandages on to prevent swelling and then proceded to help him reapply them.

This showed initiative and understanding on Susan's part. She is always considerate of the patients' well being and performs procedures well.

I was assigned to a patient with gangrene of the right hip. It was very difficult to position her due to pain and immobility. She also was incontinent for urine; and the catheter had been removed earlier in the day.

The aide assisted me in changing the linens. She was very careful during the procedure and suggested that we get some absorbent pads and put them under the patient, so that only the pads would have to be changed between regular changes of linen.

This was an effective suggestion because it meant the patient would be caused less discomfort.

******

Louise was on the 8 p.m. - round taking temperatures. She was taking the rectal temperature of a very sick person when she observed that the patient's gown was soiled, and so she changed it.

The task was not assigned, but she observed that it needed to be done and did it on her own. She made the patient more comfortable.

# CASES WHERE NURSE AIDES SHOWED SKILL IN NURSING CARE (AND GOOD EMERGENCY JUDGMENT)

It was a busy day in the recovery room. I was caring for a patient and another patient was brought into the recovery room. Kay immediately went to the patient's side. The patient had a rubber airway in place, and was unreacted (unconscious). A nurse anesthetist was also with the patient.

Kay first checked to see if the patient's respirations were adequate and then placed an oxygen mask on the patient's face. Next she took the blood pressure and pulse and reported them to the nurse anesthetist who then left. Kay remained with the patient until he was awake and safe to be left alone.

I was pleased that she did her job as she had been taught. She carried out each step in the care of an unreacted patient in a safe manner and never left the patient's side until he was reacted and able to breathe properly. I felt this was fine work for a nurse aide.

The unit was very busy as usual and Mona was assisting me with vital signs on the patients. She noted that one patient was "drowning" in his own secretions and was having difficulty breathing properly on the respirator. The patient was becoming more apprehensive, and the vital signs were dropping.

Mona immediately began suctioning the patient as I had taught her and reassured him. She called for me and explained what had occurred. This, I feel, is typical of her behavior. She is intelligent, observant, fast, and competent. I can truthfully say she is the best aide I have ever had.

Mona thought quickly and, most important, effectively in this situation. Although she does not do suctioning routinely, she did it almost automatically and well enough to alleviate the patient's need. She is dependable not only in her own designated jobs but also in those which are within her limits in emergency situations when an RN or PN is not right at hand.

Miss S. was feeding an elderly patient who began to choke and gasp for air. Miss S. quickly leveled the bed and turned the patient on his side and then put on the signal light. She made the passage of air easier for the patient and kept him from choking to death. We later aspirated (suctioned) the patient for large amounts of mucus.

******

A new-born baby was with his mother, feeding, when he became cyanotic (blue). Mrs. K. did not waste time but simply told the mother that the baby seemed to have some mucus and that she was going to take him to the nursery to get it out.

The action was effective because Mrs. K. did not alarm the patient but got the baby back to the nursery where the baby was given $O_2$ immediately.

Mrs. G. works with a graduate nurse (1966 graduate) in the emergency room from 3 to 11:30. One incident concerned emergency care for a cardiac who had arrived in ER, orignally because he had been bitten by a dog.

She recognized the fact that the dog bite was secondary and called me in for help. This was something the young graduate had not recognized. Mrs. G. obtained the $O_2$ (oxygen) for me to administer and got the EKG (Electrocardiogram) machine ready. for the intern. She also tried to reassure the patient.

Her good emergency judgment may have averted a tragedy. The man did have a cardiac attack while still in the ER, and after emergency treatment was admitted to the Intensive Care Unit and presently is doing well.

## CASES WHERE NURSE AIDES WERE RESPONSIBLE IN OBSERVING AND REPORTING

A patient had been receiving I. V. fluids postoperatively. He had been returned to the department from the recovery room one hour before. He was quite restless.

Mrs. H. came and told me that the patient had been moving his arm on the armboard and that the solution was not dripping.

The I. V. was checked, found to be infiltrated, and was discontinued before the patient had much time to develop swelling around the infusion site.

******

Miss U. was preparing to feed a patient who had a tracheotomy. She noted that the patient had an increased respiration rate.

She came to me and asked, "Does Mr. V. always breathe pretty fast?"

She was alert enough to notice a change from normal, and conscientious enough to report it immediately. She has not been trained to suction the tracheotomy, but has been taught the need for vigilant care and immediate reporting.

While receiving report, we were not told that a particular patient had been placed in isolation. The room, Kardex, and chart were not appropriately marked. Mrs. M. noticed the isolation gowns in the room and came back to ask me who was in isolation. She said, "The gowns are beside Mr. J's bed, but I think Mr. W. is the one they mean to be in isolation." She was right. Mr. J's diagnosis was possible toe infection; Mr. W's was CHF (congestive heart failure).

Mrs. M. uses a great deal of common sense on the job. She is aware of the importance of good initial rounds on her patients at the beginning of her shift and always reports observations.

******

Miss E. was bathing a patient when she observed a large outpouched area on the patient's abdomen, lower right side. She immediately reported her observation to the nurse in charge, who, in turn, checked the patient and reported the finding to the doctor.

This resulted in the patient's having emergency treatment for a strangulated hernia. If the condition had gone untreated, it could have proven a difficulty for the patient.

# CASES WHERE NURSE AIDES SHOWED SKILL IN INTERPERSONAL RELATIONS

The patient was elderly, confused and combative. She kept attempting to get out of bed. The nurse tried to reason with her but was unsuccessful and had other duties to perform.

Mrs. C. entered the patient's room and began to speak kindly and softly to the patient. She sat with the patient until the nurse returned with the sedation and remained with the patient until she became more cooperative.

The patient had need of constant attention for a short time. She was approached with gentle manners; care was taken not to agitate her further.

******

A postoperative patient having reaction to medication became irritable and agitated. Miss L. not only applied herself to the physical needs of the patient, but had the initiative to stay with the patient and try to reassure her.

The patient was calmed and consequently drifted into a natural sleep which greatly helped her physical needs.

The patient had had abdominal surgery and was upset because she was ordered to dangle the first day after surgery. The patient was afraid her sutures would open.

While the nurse aide was bathing the patient, the aide talked about pleasant subjects. She put a binder on the patient and told her it would give her abdomen support. She adjusted the bed to the sitting position and, still conversing with the patient, put the patient's feet over the edge of the bed in the dangling position. The patient, thus engaged in the conversation, forgot her fears.

Because the aide had gone into the room without demanding that the patient dangle as she had been ordered to, and because she did not act like a boss of the project but was calm and pleasant with the patient, the doctor's order could be followed easily and effectively.

The patient was admitted to the hospital unprepared for admission; she had no robe or gowns, no comb or toothbrush. No family was present at the time. She was alone and seemed emotionally disturbed.

Mrs. Z. asked her if she could go to the Gift Mart for her and get her a comb and brush. She made sure a robe was at the bedside and assured the patient she would help her in any way possible. Because she was interested in the patient's comfort and well being, she helped the patient feel less lonely.

******

A patient who was scheduled for discharge in a few days suddenly became depressed to the point where her physical well being was being affected. Mrs. V., who had previously gained rapport with this patient, in her free time sat down and talked to her.

It was effective action because the patient told Mrs. V. of some personal problems at home which may have affected her convalescence. Mrs. V. reported their conversation to me, and I in turn referred the patient to the Social Service Department, which is now trying to work out a solution to her problems prior to her discharge.

Miss D. was concerned about an elderly patient who had been causing a disturbance in the room. The other patients complained that they could not rest day or night.

Miss D. felt the patient was frightened and, at a team conference, said that perhaps she could be helped without anything being said to her about the other patients' complaints. Whenever possible, she said, she would go to the patient, offer her a beverage, turn her, straighten her covers and do other little nursing functions to try to ease her mental anxiety.

By her kindness, Miss D. succeeded in quieting the patient's fears. After a few days, the patient was less anxious and was resting much more easily.

# APPENDIX V

## Performance Checklist of Trainees

## BEDMAKING

### Making an Occupied Bed

Given a patient in the bed with the head end cranked up and a bottom sheet, draw sheet, top sheet, bath blanket, blanket, spread and pillow case, the student is told to make the occupied bed.

The student

| | YES | NO |
|---|---|---|
| 1. adjusts the bed to a flat position. | ____ | ____ |
| 2. checks to see that the bed wheels are locked. | ____ | ____ |
| 3. tells the patient to move to the far side of the bed. | ____ | ____ |
| 4. covers the patient with a bath blanket before removing the dirty top sheet. | ____ | ____ |
| 5. shakes the dirty linen. | ____ | ____ |
| 6. makes mitered corners at the head end of the bed with the bottom sheet. | ____ | ____ |
| 7. makes mitered corners of the top sheet at the foot end of the bed. | | |

## ADMISSION AND DISCHARGE

Told to escort the patient, Miss Brown, to her room and to help her into bed, the student

| | YES | NO |
|---|---|---|
| 1. addresses the patient by name. | ____ | ____ |
| 2. provides a hospital gown. | ____ | ____ |
| 3. tells or shows the patient that the gown ties in back. | ____ | ____ |

The patient has a yellow ring, yellow wristwatch and a bottle of pills. The student is told to record the patient's valuables.

The student

| | YES | NO |
|---|---|---|
| 1. uses the word "gold" in his description of the ring. | ____ | ____ |
| 2. uses the word "gold" in his description of the wristwatch. | ____ | ____ |
| 3. tells the patient he is not to keep the pills. | ____ | ____ |

## T.P.R.

Given a thermometer registering 95° F., the student is told to take the simulated patient's temperature.

| The student | YES | NO |
|---|---|---|
| 1. holds thermometer by stem end. | ____ | ____ |
| 2. checks to see whether thermometer is below 94°. | ____ | ____ |
| 3. shakes down thermometer. | ____ | ____ |
| 4. checks temperature of the thermometer after shaking down. | ____ | ____ |
| 5. inserts under tongue. | ____ | ____ |
| 6. cautions patient about biting thermometer. | ____ | ____ |
| 7. waits for 2 3/4 - 3 1/4 minutes. | ____ | ____ |
| 8. reads the temperature accurately to 2/10°. | ____ | ____ |
| 9. records the temperature accurately. | ____ | ____ |
| 10. records the temperature legibly. | ____ | ____ |
| 11. records the temperature in the appropriate part of the appropriate box on the T.P.R. Form. | ____ | ____ |

## Pulse

| The student | YES | NO |
|---|---|---|
| 1. finds the radial pulse. | ____ | ____ |
| 2. uses her thumb to take the pulse. | ____ | ____ |
| 3. counts the pulse for one full minute. | ____ | ____ |
| 4. records the pulse legibly. | ____ | ____ |
| 5. records the pulse in the appropriate part of the appropriate box on the T.P.R. Form. | ____ | ____ |

## Respirations

| The student | YES | NO |
|---|---|---|
| 1. holds the patient's wrist while counting respirations. | ____ | ____ |
| 2. records accurately the number of respirations. | ____ | ____ |
| 3. counts respirations while the thermometer is in the patient's mouth and the student has completed counting the pulse. | ____ | ____ |

# ELIMINATION

## Providing the Bedpan

Given a bedpan, cover, toilet tissue and paper towels, the student is told to provide a bedpan for the patient.

| The student | YES | NO |
|---|---|---|
| 1. warms the bedpan with warm water. | ____ | ____ |
| 2. dries the bedpan. | ____ | ____ |
| 3. covers the bedpan. | ____ | ____ |
| 4. lifts the linens without exposing the patient. | ____ | ____ |
| 5. helps the patient to lift himself onto the bedpan. | ____ | ____ |
| 6. touches the inside of the bedpan. | ____ | ____ |
| 7. places the toilet tissue within easy reach of the patient. | ____ | ____ |
| 8. places the signal light within easy reach of the patient. | ____ | ____ |

## Removing the Bedpan

Given a washcloth and towel, the student is told to go through the motions of removing the bedpan he has previously provided to the patient.

| The student | YES | NO |
|---|---|---|
| 1. cleans the patient before removing the bedpan. | ____ | ____ |
| 2. grasps the inside of the bedpan. | ____ | ____ |
| 3. covers the bedpan with the cover. | ____ | ____ |
| 4. places the bedpan on the bedside stand. | ____ | ____ |
| 5. provides a basin of warm water, soap, washcloth and towel for the patient to wash his hands. | ____ | ____ |
| 6. returns the bedpan to the patient's unit. | ____ | ____ |
| 7. washes his hands. | ____ | ____ |

# ASEPSIS

## Handwashing

| The student | YES | NO |
|---|---|---|
| 1. wets his hands completely. | ____ | ____ |
| 2. rubs soap deeply between fingers. | ____ | ____ |
| 3. rubs fingertips against the opposite palms. | ____ | ____ |
| 4. rinses the soap before returning it to the soap dish. | ____ | ____ |
| 5. rinses with hands hanging downward. | ____ | ____ |
| 6. covers faucet handles with a towel while turning off the water. | ____ | ____ |

## Emptying the Urinary Collection Bag

Given a complete set-up, with a urinary collection bag partially filled with a reddish, yellow liquid, the student is told to empty the bag and then to replace it.

| The student | YES | NO |
|---|---|---|
| 1. disconnects the drainage tube from the bag. | ____ | ____ |
| 2. covers the end of the tube with a cap or sterile gauze pad. | ____ | ____ |
| 3. tapes the tube to the bed. | ____ | ____ |
| 4. measures the urine in a graduate in the utility room. | ____ | ____ |
| 5. records the amount and appearance of the simulated urine. | ____ | ____ |
| 6. cleans the bag with antiseptic. | ____ | ____ |
| 7. reconnects the bag. | ____ | ____ |
| 8. keeps the bag lower than the patient's bladder at all times. | ____ | ____ |
| 9. contaminates the end of the tubing by touching it. | ____ | ____ |
| 10. washes his hands. | ____ | ____ |

## Hot Water Bottle

Given a hot water bottle, pitcher, bath thermometer, flannel cover and towel, the student is told to fill the hot water bottle and to apply it to the simulated patient's left forearm.

| The student | YES | NO |
|---|---|---|
| 1. fills the pitcher with hot water before filling the hot water bottle. | ___ | ___ |
| 2. regulates the temperature of the water in the pitcher to 110-120° F. before filling the bottle. | ___ | ___ |
| 3. fills the bottle from the pitcher. | ___ | ___ |
| 4. fills the bottle more than 2/3 full. | ___ | ___ |
| 5. expels the excess air from the bottle. | ___ | ___ |
| 6. tests the bottle for leaks before applying it. | ___ | ___ |
| 7. covers it with the cover before applying it. | ___ | ___ |

# APPENDIX W

## On-the-Job Evaluation
## of
## Training Nurse Aides

Please check the tasks you were taught to perform, and those tasks that are required of you, or have been performed by you in your work. Check both if tasks were both taught and are performed. At the end of each section, list any additional tasks you do.

## I. HYGIENE

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 1. | Help teach patient simple hygiene | ______ | ______ |
| 2. | Instruct patient in simple hygiene | ______ | ______ |

Other tasks performed in hygiene: ______________________________

______________________________________________________

______________________________________________________

## II. POSITION AND TRANSPORT PATIENTS

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 1. | Lift patient to bed, chair, or table | ______ | ______ |
| 2. | Dangle patients | ______ | ______ |
| 3. | Assist patients in walking | ______ | ______ |
| 4. | Transport patient in wheelchair or carriage | ______ | ______ |
| 5. | Position patient | ______ | ______ |
| 6. | Position patient for meals | ______ | ______ |
| 7. | Assist patient with exercises | ______ | ______ |

Other tasks performed in positioning and transporting patients:

______________________________________________________

______________________________________________________

## III. PATIENT SAFETY

| | TAUGHT | PERFORMED |
|---|---|---|
| 1. Assist in restraining patient | ______ | ______ |
| 2. Adjust bed rails | ______ | ______ |
| 3. Apply restraints | ______ | ______ |

Other tasks performed in patient safety:____________________

______________________________________________________

______________________________________________________

## IV. UNIT OPERATIONS

| | TAUGHT | PERFORMED |
|---|---|---|
| 1. Answer patient call | ______ | ______ |
| 2. Deliver messages | ______ | ______ |
| 3. Administer post-mortem care | ______ | ______ |
| 4. Perform unit discharge procedures | ______ | ______ |
| 5. Assist in unit discharge procedures | ______ | ______ |
| 6. Assist with unit admitting procedures | ______ | ______ |
| 7. Perform unit admitting procedures | ______ | ______ |
| 8. Collect and return items to central supply | ______ | ______ |
| 9. Process patient's valuables | ______ | ______ |
| 10. Attend unit report | ______ | ______ |
| 11. Assist in enforcing visiting hours | ______ | ______ |

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 12. | Observe isolation techniques | ________ | ________ |
| 13. | Count unit supplies | ________ | ________ |
| 14. | Deliver supplies | ________ | ________ |
| 15. | Maintain unit supply level | ________ | ________ |
| 16. | Make routine security check | ________ | ________ |
| 17. | Show babies | ________ | ________ |
| 18. | Sort charge slips | ________ | ________ |
| 19. | Obtain patient signatures | ________ | ________ |

Other tasks performed in unit operations:______________________

______________________________________________________________

______________________________________________________________

## V. PATIENT COMFORT AND PERSONAL SERVICES

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 1. | Furnish bedpan/urinal service | ________ | ________ |
| 2. | Care for incontinent patient | ________ | ________ |
| 3. | Give oral hygiene | ________ | ________ |
| 4. | Care for patient's hair and nails | ________ | ________ |
| 5. | Deliver flowers | ________ | ________ |
| 6. | Assist patients in eating | ________ | ________ |
| 7. | Make post-operative bed | ________ | ________ |
| 8. | Shampoo patient's hair | ________ | ________ |
| 9. | Bathe patient | ________ | ________ |

| | TAUGHT | PERFORMED |
|---|---|---|
| 10. Dress and undress patient | | |
| 11. Set up for bedside religious rites | | |
| 12. Make occupied bed | | |
| 13. Read to patient | | |
| 14. Give back rub | | |
| 15. Make unoccupied bed | | |
| 16. Run personal errands | | |
| 17. Bathe patient in oxygen tent | | |
| 18. Drape patient for examination | | |
| 19. Deliver mail | | |

Other tasks performed in patient comfort and personal services:

______________________________________________

______________________________________________

## VI. SURGICAL PROCEDURES

| | TAUGHT | PERFORMED |
|---|---|---|
| 1. Assist with pre-operative care | | |

Other tasks performed in surgical procedures: ____________________

______________________________________________

______________________________________________

## IX. HOUSEKEEPING

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 1. | Wash glasses and pitchers | ________ | ________ |
| 2. | Clean utility | ________ | ________ |
| 3. | Separate laundry | ________ | ________ |
| 4. | Clean discharged patient unit | ________ | ________ |
| 5. | Stock laundry | ________ | ________ |
| 6. | Fold laundry | ________ | ________ |
| 7. | Clean discharged patient's unit | ________ | ________ |

Other tasks performed in housekeeping: ______________________________

______________________________________________________________

______________________________________________________________

## X. TREATMENTS

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 1. | Give a sitz bath | ________ | ________ |
| 2. | Give enema | ________ | ________ |
| 3. | Apply Ace bandage | ________ | ________ |
| 4. | Apply binders | ________ | ________ |
| 5. | Give oral hygiene to unconscious patient | ________ | ________ |
| 6. | Prepare hot and cold compresses | ________ | ________ |
| 7. | Check drainage tubes | ________ | ________ |
| 8. | Apply arm slings | ________ | ________ |

| | TAUGHT | PERFORMED |
|---|---|---|
| 9. Apply hot and cold compresses | | |
| 10. Check patients for bleeding | | |
| 11. Insert vaginal suppositories | | |
| 12. Give perineal care | | |
| 13. Assist in putting on braces | | |
| 14. Check flow of I. V. | | |
| 15. Apply rubber or cotton rings | | |

Other tasks performed in treatments: ______________________

____________________________________________________________

____________________________________________________________

## XI. MEASURING - GATHERING DATA RECORDING - REPORTING

| | TAUGHT | PERFORMED |
|---|---|---|
| 1. Collect urine specimen | | |
| 2. Report observations | | |
| 3. Collect stool specimen | | |
| 4. Perform clinitest | | |
| 5. Collect sputum specimen | | |
| 6. Measure intake and output | | |
| 7. Strain urine for stones | | |
| 8. Report unusual incidents | | |
| 9. Deliver specimen | | |

## MEASURING - GATHERING DATA RECORDING - REPORTING

| | | TAUGHT | PERFORMED |
|---|---|---|---|
| 10. | Report treatments to R. N. | ________ | ________ |
| 11. | Weigh patient | ________ | ________ |
| 12. | Take respiration | ________ | ________ |
| 13. | Take pulse | ________ | ________ |
| 14. | Take temperature | ________ | ________ |
| 15. | Record TPR | ________ | ________ |
| 16. | Ask patient about condition | ________ | ________ |
| 17. | Record intake and output | ________ | ________ |
| 18. | Record results of clinitest | ________ | ________ |
| 19. | Record appearance of body discharges | ________ | ________ |

Other tasks performed in measuring - gathering data, recording - reporting:______________________________________________

______________________________________________________

______________________________________________________

# NURSE'S AIDE

Rating of ______________________________

Directions: The following set of scales represents a wide variety of tasks that nurse's aides perform. Please indicate where the person named rates on each of these scales by circling the appropriate number. Notice that a rating of one (1) indicates completely inadequate performance in a given area while a rating of nine (9) indicates superior performance in this area. A rating of five (5) indicates average performance. The scales are independent so it is possible for a person to rate high on one scale and still rate low on another.

Meeting patients' physical needs

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Meeting patients' emotional needs

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Performing housekeeping tasks

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Reporting and recording

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Showing initiative

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Assuming responsibility

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Inadequate  Average  Superior

Maintaining satisfactory interpersonal relations

1  2  3  4  5  6  7  8  9

Inadequate  Average  Superior